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ABSTRACT

This final report describes activities and achievements of the EASE (Equal Access for Students to Education and Experience) Project, a 3-year model demonstration project on transition of students with disabilities at seven community colleges in the Arrowhead region of Minnesota. The program served 550-600 students and focused on providing support for the transition to postsecondary education, for increasing success in college, and for transition to employment or a four-year college. Among many activities and services of the project listed are collaboration with secondary schools, referral and collaboration with community agencies, provision of parent information and workshops, development of individual education plans with each student, provision of accommodation provisions on an individual basis, small group and individual counseling, technology access and training, and partnerships with employers. The report also provides a list of publications produced by the program, a detailed timeline of project activities, a breakdown of project achievements by objectives, the dissemination plan, student surveys, letters of support, and plans for continuation of many project activities. Various project deliverables are also provided, including: (1) "The EASE Project Snapshot: Procedures and Replication Manual"; (2) "The Answer Book: Job Search Strategies for Students with Disabilities"; (3) "Employers' Handbook for Workplace Accommodations for Employees with Disabilities"; (4) the "Opening Doors to Learning: Tutor Resource Manual"; (5) "College Success: A Handbook for Students with Disabilities, Mesabi Community College"; and (6) "Students with Disabilities: A Resource Guide for Mesabi Community College." (DB)

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EASE PROJECT
EQUAL ACCESS FOR STUDENTS TO EDUCATION AND EXPERIENCE

ARROWHEAD COMMUNITY COLLEGES
1001 CHESTNUT STREET WEST
VIRGINIA, MN 55792

EASE PROJECT GRANT NUMBER:
H078C10006
POST SECONDARY PROGRAMS FOR
PERSONS WITH DISABILITIES
CFDA84.078C

Final Report

EC 304225

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EASE PROJECT

Equal Access For Students To Education and Experience
Arrowhead Community Colleges
1001 Chestnut Street West
Virginia, MN 55792

October 1, 1992 - September 30, 1994

EASE PROJECT

Equal Access For Students to Education and Experience

October 1, 1991 - September 30, 1994

Arrowhead Regional Project Director - Jane Chilcote
Mesabi Community College Director - Jane Chilcote
Itasca Community College Director - Beth Claussen
Duluth Community College Director - Jeanette Turchi
Fond du Lac Community College Director - Rachel Hanson
Hibbing Community College Director - Barb Anderson
Rainy River Community College Director - Carol Grim

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EASE Project

Equal Access for Students to Education and Experience
Model Demonstration Project on Transition
U.S. Department of Education
Office of Special Education and Rehabilitative Services

EASE, an acronym for Equal Access for Students to Education and Experience, was a three-year grant (October 1, 1991 - September 30, 1994) funded by the U.S. Department of Education and Rehabilitative Services. The EASE Program was developed and delivered on six of the seven Arrowhead Community College campuses; Duluth Community College, Fond du Lac Community College in Cloquet, Hibbing Community College, Itasca Community College in Grand Rapids, Mesabi Community College in Virginia, and Rainy River Community College in International Falls.

The seven Arrowhead Community Colleges serve learners in a 20,000 square mile service area. The Northeastern Minnesota economy is based on tourism, timber, and taconite. The region served by Arrowhead Community Colleges is sparsely populated with 76% of the population rural. The campuses range from 35-120 miles apart with an average of 100 miles to the nearest four-year college.

The Arrowhead Community Colleges award three types of associate degrees: Associate in Arts, Associate in Science, and Associate in Applied Science.

Unduplicated headcount enrollment for the 1992-93 year:

Duluth Campus:	1,843
Hibbing Campus:	1,602
Itasca Campus:	1,719
Mesabi Campus:	1,409
Fond du Lac Campus:	1,196
Rainy River Campus:	1,098

International Falls
Ely
Virginia
Hibbing
Grand Rapids
Duluth
Cloquet

The EASE Project's original proposal intended to serve 350 students over the 3-year grant period in the successful transition to college, persistence in college, and job placement or college transfer.

Collectively, over the three-year EASE Project, 550-600 students with disabilities were served on the Arrowhead Community College Campuses. The design and implementation of the project provided enhanced coordination and delivery of effective services to students with disabilities through a half-time director on each of the six campuses and a half-time Arrowhead Project Director.

The visibility of the program, in addition to the increased awareness of disability issues and services, brought more disclosure and involvement in the program than originally anticipated. The success of campus awareness efforts, inservices, community outreach, agency communication and effective service provision greatly impacted the number of students served. Although all participants did not access all components of the program, they were aware of all activities and services available to them. The extent of involvement was determined on an individual basis by the student and varied among participants. All students disclosing a documented disability were offered participation in the EASE Program. Although all students with disabilities did not choose to be included in the project, all were given the opportunity to participate.

Significant challenges existed in program development and outcome assurances in a rural, multi-campus setting. The slow economic growth of the region impacted the ability of the college to provide job placements and/or get an adequate number of employers to participate in job-related activities.

The EASE Project across the Arrowhead Region of Minnesota provided the opportunity to reach students in our secondary schools, deliver information throughout our communities, build partnerships with employers and enhance programs in our community colleges. The proactive involvement of the program in such a comprehensive approach advanced awareness and opportunities for students with disabilities significantly. In addition to our activities and dissemination of information, substantial amounts of information and resources on federal, state, and local mandates such as Section 504 of the Rehabilitation Act and the ADA (American with Disabilities Act) were delivered.

Each campus developed an Advisory Committee which met on a quarterly basis and was chaired by the EASE Campus Director. The Advisory Committees in each of the six communities may have included students, employers, Department of Rehabilitative Services staff, college faculty, secondary faculty and counselors, Chamber of Commerce representatives, adult basic educators, rehabilitation directors, placement officers, student services staff, school psychologists and human resource managers.

The advisory groups provided advice and guidance to the campus directors and administration. They reviewed and evaluated program materials and activities. The advisory members contributed to the development of effective services, workshops, and work experience networks. This group became increasingly aware of available services and became valuable advocates and spokespersons for the program.

The Advisory Committees have established a vehicle for continuing efforts in the development of employer/College events and activities. This partnership will bring increased collaboration on campus employment fairs, seminars, technology awareness, job opportunities, networking and college opportunities. Employer input on educational outcomes will facilitate student employment preparation.

THE GOALS OF THE EASE PROJECT INCLUDED:

- **Transition to post-secondary education**
- **Support for success in college**
- **Transition to employment or 4-year college**

The activities and services assisted students in maximizing their abilities and potential in education and employment. Most services were provided directly to students with disabilities on an individual basis. In addition, the EASE Program expanded inservice opportunities to faculty, staff, employers, community groups, and secondary educators. Improved communication and collaboration with employers, agencies, public schools, faculty, and the community created greater participation and partnerships to enhance student success in college and in employment. The EASE Project has improved the capacity of the Arrowhead Colleges to reach out to and serve students with disabilities and increase their potential for success.

The following information briefly summarizes the activities and services which had a positive impact on and contributed to the success of students through the EASE Project.

ACTIVITIES AND SERVICES

- Collaboration and communication with secondary schools for smooth transition to college - information packets sent to instructors and counselors for dissemination to students and parents

- Dissemination of information on transition and services

- Minnesota Community College Disability Initiatives

- Americans with Disabilities Act resource and inservice

- Collaboration and consultation with national and state colleges on services to students with disabilities

- Referral and collaboration with community agencies

- Parent information - workshops were conducted that offered information on services to students in post-secondary education focusing on transition, expectations, and services

- Transition teams developed an individual education plan with each student based on educational and career goals

- Assistance with transition to a four-year college

- Documentation and verification of disability was required and filed along with a quarterly education plan, progress review, and modification record

- Numerous workshops and trainings were conducted on disabilities for faculty, employers, tutors, secondary teachers, community agency personnel, businesses, clubs, and organizations to understand state of the art practice in accommodating students with his abilities now and in the future. On-going dissemination of information occurred for all groups.

- Accommodation arrangements on an individual basis such as interpreters, notetakers, scribes, readers, extended test time, large print, taped texts, recorded lectures, adapted equipment, modifications for access, and others as identified on a case-by case basis. Student-specific communication with faculty facilitated effective accommodation implementation.

- STAR, (Success Through Achievement and Resources), Success group met once a week for one hour and addressed various topics and issues concerning students with disabilities including: Self-advocacy, Learning Strategies, Communication Skills, Job Search Skills, Employment and Disability Laws, Word Processing, Self-esteem and Confidence, Community Services Information, Employment Site Visits, Test Taking Skills, Workplace Accommodations...and more!

- STAR notices as well as handouts and information resources were sent directly to students. In addition, STAR notices were posted throughout the campus

- Referral for tutoring in areas of specific need

- Individual sessions on understanding disabilities

- Individual guidance sessions

- Technology access and training for students with disabilities

- Campus Resource Team - Faculty, Student Services and Administration served as a committee which responded to campus needs regarding disability issues

- Student/Employment Connection - Developed partnerships with employers for students such as employment guidance, "shadowing experiences", mentorships, or volunteer work experiences
- Post-graduate support

PUBLICATIONS

The following publications were produced during the duration of the EASE Program and available upon request from the EASE Office, Arrowhead Community Colleges, 9th Avenue & West Chestnut Street, Virginia, MN 55792. These publications were developed to enhance students' success and are intended for copying and distribution **without** written permission.

* THE ANSWER BOOK: JOB SEARCH STRATEGIES FOR STUDENTS WITH DISABILITIES
by Jane Parsons

Offers students with disabilities a reference for information in seeking and keeping employment. It can be used as an entire curriculum or by the topic. The three-ring format makes it easy for copying and for expansion of specific resources.

* EMPLOYERS HANDBOOK FOR WORKPLACE ACCOMMODATIONS FOR EMPLOYEES WITH DISABILITIES
by Jane Chilcote and Joan Youngman

Provides the employer with suggestions for reasonable and effective accommodations, modifications, and adaptations for various disabilities.

* TUTOR RESOURCE MANUAL: OPENING DOORS TO LEARNING
by Vi Roberts

Offers tutors a resource for information, current practices, learning strategies, laws, guidelines, and suggestions in the successful tutoring of students with disabilities.

* RESOURCE GUIDE - STUDENTS WITH DISABILITIES
by Jeanette Turchi

Provides faculty and staff with information, suggestions, and strategies that benefit students with disabilities in post-secondary education.

- COLLEGE SUCCESS: A HANDBOOK FOR STUDENTS WITH DISABILITIES
  by Jeanette Turchi

  Provides students with specific campus information to assist them in achieving success while in college.

- TUTOR TALK
  by Vi Roberts

  This monthly newsletter is generated from the Learning Center. It is for community college tutors which includes information on disabilities, tutoring strategies, current research and suggestions for working with students with disabilities.

- EASE EXTRA
  by Rachel Hanson

  A bi-monthly newsletter for students, faculty, administrators, and staff with information on the EASE Program, current information updates, disability issues, laws, and individual campus news.

- EMPLOYERS CONNECTION
  by Jane Parsons, Jane Chilcote, Joan Youngman

  A monthly newsletter which focuses on information to employers regarding workplace accommodations and resources. It was sent to area Chamber of Commerce personnel for inclusion in their monthly newsletter to businesses.

- TRANSITION NEWS
  by Jane Chilcote

  A periodic article contribution to area secondary school newsletters which offers information on transition to post-secondary institutions for education professionals covering awareness issues.

- THE EASE PROJECT SNAPSHOT
  by the EASE Project Personnel

  A Procedures & Replication Manual

STUDENT INVOLVEMENT AND TRANSITION

STAR (SUCCESS THROUGH ACHIEVEMENT AND RESOURCES)

This student-orientated group met once a week to discuss or present information important to the success of students with disabilities in college. Notices were sent directly to students in the mail and posted throughout the campus. All students were welcome to attend. The students were asked to identify topics. The facilitators also brought in current topics and issues for students. Topics included: self-advocacy, test-taking strategies, reducing stress and anxiety, study skills, learning Microsoft Works, community resources, disability rights and laws, informational interviews, interviewing techniques, networking job search skills, and many others. Information disseminated in written form was sent to all active students in the EASE Program in order to provide informational resources for them. Students who were active members of this group demonstrated an increase in interpersonal and self-advocacy skills.

EMPLOYMENT SITE VISITS

Employment site visits were arranged to bring students into various areas of employment to enhance awareness of career opportunities. Many students were unaware of the possibilities and this activity allowed them to discover a larger pool of career exploration. Students found this activity extremely informative and valuable.

Scheduled employment site visits for students included: YMCA, Virginia Regional Medical Center, Norwest Bank, Mesabi Daily News, and the Public Library.

PUBLIC SCHOOL VISITS

EASE students visited local elementary schools for question/answer sessions regarding cultural diversity.

TRANSITION TO EMPLOYMENT

One of the objectives for the EASE Program was to assist students in their transition to employment.

Many activities, courses, workshops, and community networks contributed to the advancement of this objective. Each campus offered several courses on Career Exploration and Job Search Skills. Students who enrolled in Job Search Skills met with employers several times in class during the quarter regarding skills, resume writing, and interview techniques. Students were encouraged to practice interviewing skills with employers in this class. Students also received instruction and tips through individual and small group sessions. Students discussed and received a copy of The Answer Book: Job Search Strategies for Students with Disabilities. This manual was developed as a resource for students, a teaching curriculum in its entirety or workshop topics from specific units and was intended to be a continuing resource for students as they moved through their education and career life.

Other workshops, seminars and career fairs were also available throughout the year. A panel of area employers discussed employment issues, expectations, hiring tips, qualifications, and educational advice each quarter.

Campuses held employment fairs which were open to all students. Employers were asked questions relating to job opportunities, training, and qualifications and educational requirements to facilitate students' marketability. Fairs such as these will be continued several times a year to provide opportunities for student/employer contacts.

An Employer's Survey was sent to area employers to provide "tips" for students on employment. Responses included information on desired skills, education, experience, job outlook, networking, interviewing and career specific advice. The responses were compiled and distributed to students.

The development of an employer connection network is of primary importance to the successful employment of students with disabilities. Many steps were taken to advance the awareness and involvement of employers. The Chambers of Commerce in each community received a newsletter, Employers Connection which was distributed to their members. It provided information on disability awareness, workplace accommodation, ADA, resources, training, funding sources, etc. The newsletter also asked employers to participate by providing work experience, job shadowing experiences, informational interviews, and mentorships.

Employer workshops called Targeting Ability were presented in each community. The workshops focused on the employment of persons with disabilities. Various topics and issues were discussed such as ADA, workplace accommodations, access, disability awareness, hiring, interviewing, job analysis, and tax incentives. Approximately 200 employers attended these workshops where resource and information packets were distributed. These workshops were developed and presented collaboratively with Northeast Center for Independent Living, Mesabi Regional Medical Center, and the Arrowhead Community Colleges. Follow-up resources such as the Employers' Handbook for Workplace Accommodations for Employees with Disabilities were sent to all participants. In addition, 60 resource/information mailings were sent to employers in adjacent Koochiching County through a cooperative project with GLDBTAC (Great Lakes Disability and Business Technical Assistance Center).

As stated in the proposal, employer agreements were sought to facilitate communication and collaboration with employers. This contact opened information sharing, disability awareness, program networking, and eased effective job placements.

Students also had access to fully equipped Career Centers where information on careers was available through texts and the computer program, Discover. Job opportunities, generated from Career Center personnel, were listed in the weekly Student News Bulletin.

Students had several options regarding **work experience**. This differed from campus to campus depending on existing programs and policies (Appendix A).

TRANSFER ASSISTANCE

Another objective of the EASE Program was to provide students with transition assistance to four-year institutions. Students who needed transfer assistance met with a transfer specialist counselor on campus. Additional contacts to the transfer institution by the EASE Director provided further assistance in a smooth transition process and continued support. Information and records were sent and discussed with the student's permission. The direct communication link between the student and the transfer institution enabled an immediate provision of needed services as the student moved on in higher education.

STUDENT SUPPORT SERVICES (SSS)

Some students were eligible for the Student Support Services Program which is a federally funded TRIO Program in place on all Arrowhead College campuses. SSS's mission is to serve high-risk populations (first generation, low income, or students who have disabilities). This program offers a variety of academic, career, and personal support to students. A variety of field trips, courses, and special workshops are available on topics such as cultural diversity, self-esteem, assertiveness, reducing stress and anxiety, math and science anxiety, stepfamilies, and success in college.

Referrals were made readily from the SSS Counselors and Advisors which was often the first place disclosure of a disability occurred. This allowed for an effective team approach to the development of appropriate individual services.

Two free classes which are held regularly on each campus are College Survival Seminar for incoming first-year college students (two credits) and Personal Adjustment and Transition (three credits).

The College Survival Seminar is geared to introducing students to college life and expectations through hands-on computer experiences, class sessions with Study Skills and English instructors in addition to information on library resources and financial aid. Time management and career and academic planning are also a major portion of the course load.

The Personal Adjustment and Transition class is designed to promote personal adjustment as well as effective and successful transition to college life. Student capabilities and self-worth are stressed along with assertiveness training, problem solving, anger management, coping skills, and time and stress management. Communication strategies, support systems, and strategies for effective relationships are also explored. Several one credit workshops are also available such as Resume Writing, Effective Communication, Math-Science Anxiety and more.

SERVICES TO INDIAN PEOPLE PROGRAM (STIPP)

The Services to Indian People Program provides a support system for Indian students through counseling, work opportunities, social activities, transportation, and other concerns. The EASE Program worked collaboratively with the STIPP Director to insure success for students participating in both programs.

LEARNING CENTER

The EASE Directors worked closely with the campus Learning Center staff and many referrals were made between the Learning Center and the EASE Program. Accommodations such as extended test time, readers, and separate testing site were delivered in the Learning Center. Tutors were also available for assistance and skill strengthening free of charge. They offered assistance for individual classes, basic skills, supplemental instruction, reinforcement, test preparation, proof reading, technology instruction, etc. Housed in the Learning Center are computers with special programs and adaptive equipment such as screen reader, text magnification, voice input, word prediction, etc. All are available for student use. Demonstration and instruction on these computers was available as well.

Trainings for tutors were conducted collaboratively with the Learning Center staff.

SECONDARY SCHOOL ACTIVITIES

The transition from secondary schools to post-secondary education involves outreach by college personnel. Often students with disabilities and their families are not aware of the services or opportunities available at post-secondary institutions.

Secondary special education teachers, counselors and administrative need information about post secondary opportunities and how to provide student and families access to these opportunities.

The EASE Program initiated and/or participated in communication with secondary schools using a variety of methods as follows:

- Rocketing Into the Future - A transition workshop involving secondary school students and personnel, college personnel, and outside agencies arranged and developed by area CTIC's (Community Transition Interagency Committee)
- Transition News - A newsletter sent to secondary school personnel identifying information on transition to post-secondary education for students with disabilities
- Information packets mailed to area secondary school counselors/LD instructors on services for students with disabilities in college
- On campus visits offered to area secondary school personnel and students
- EASE resources made available for check-out to high school personnel
- CTIC - Community Transition Interagency Committee functions to assist students in transition to post-secondary institutions, employment, and independent living
- Availability of EASE personnel for High School Transition Team meetings upon request
- Requests for information from high schools to assist in smooth and effective transition from high school
- Adult Basic Education Programs requested presentations to instructors. Communication with ABE providers facilitated referrals to the college.

PROJECT ACTIVITIES
PERSONS RESPONSIBLE AND REVISED TIMELINE

Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
First Priority Develop Inservice training and orientation programs for faculty, staff, and career placement personnel.	1. At least 350 high school students and adults who have varied disabilities will have a successful transition into college as measured by their enrollment as a college student.	a. 350 students in transition will be supported by a transition team.	a. Campus Directors High School Staff Agency Staff	Sept., 1994 Then one quarter prior to enroll.
		b. 350 students will be oriented to college in a transition course or session.	b. Campus Director/ Student Support Staff	August, 1994
		c. 350 students will have their needs assessed.	c. Campus Directors	August, 1994
		d. 350 students will have their course adaptation needs assessed.	d. Campus Directors	August, 1994
		e. 350 students will have an individual curriculum plan.	e. Faculty, Staff -- guidance of Campus and Project Directors	September, 1994
		f. 350 students will strengthen their interpersonal and advocacy skills.	f. Campus Director and Student Support Service Directors (SSS)	September, 1994
		g. 100% of faculty and staff will be trained to understand program participant needs.	g. Project and Campus Directors	June, 1992
		h. 100% of parents will have access to information on the EASE Program and participation when requested.	h. Campus Directors	August, 1993
		i. 100% of enrolled participants who are eligible will have financial aid.		August, 1992

*Underlined emphasize activities directly related to the funding priority.

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Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
Second Priority Obtain the involvement of employers by placement officers in campus-based career programs.	2. 90% of all enrolled students will persist as college students and will have a 2.0 GPA until they meet their stated goals.	a. 100% of students will have the opportunity to participate in a career exploration course, workshop, or group which involves employers and local officials and Chamber members as guest speakers and as "shadowed" personnel.	a. College Faculty with Coordination of Campus Directors	October, 1994
		b. 100% of identified students will be addressed in a team planning effort by college staff.	b. Campus Directors, Student Service Directors, All Student Support Staff and Vice President at Umbrella Meeting	June and On-going, 1993
		c. 100% of faculty and staff will participate in an on-going in-service training.	c. Campus Directors	On-going
		d. 80% of students who need to be assisted by a tutor will be assisted.	d. Campus Directors and SSS Staff	October, 1992 and On-going
		e. 100% of students will be offered the opportunity to participate in support groups and receive support information through direct participation in a group, individual session, or mailings. 75% of students will participate in a support group or individual support session.	e. Campus Directors and/or SSS Staff	March, 1992
		f. 70% of all students who demonstrate a need as identified on the CAPP testing will have enrolled in developmental courses.	f. Campus Counselors	September, 1992

Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
Third Priority Increase placement percentages for students with disabilities by formal memoranda of agreement.	3. 80% of all participants enrolled in college will be placed in jobs related to their education program or will transfer to four-year institutions.	a. 100% of participants will receive on-going guidance and 20% will receive support to leave the program.	a. Campus Directors and SSS Staff	September, 1992 and On-going
		b. 80% of participants will learn job seeking skills.	b. College Counselor with Campus Directors	December, 1994 and 2nd year for each student
		c. 20% of participants are expected to be actively seeking jobs. These students will be supported in their effort by job seeking informational mailings and individual job seeking sessions upon request.	c. Campus Directors	June, 1994 and On-going
		d. 100 employers will attend training sessions to learn how to make jobs accessible to participants.	d. Project and Campus Directors	March, 1994 and On-going
		e. 40% of graduates will experience a positive transition to four-year institutions.	e. Student Support Service Staff and Campus Directors	May, 1994 and On-going
		f. 40% of graduates will be placed in jobs.	f. Campus and Project Directors	May, 1994 and On-going
		g. 50 Placement Officers and Employers will sign a formal agreement to place program participants.	g. Campus Directors	March, 1994
		h. 50 employers, placement personnel, PIC Members, DRS Staff and Chamber Representatives will serve on Advisory Committees.		September, 1992

Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
Fourth Priority Enhance career experiences of student with disabilities by facilitating opportunities for work experiences.	4. 100% of students who desire to participate and meet eligibility guidelines will have a work study opportunity, a cooperative education experience, or an internship	-	a. Program Faculty Coordination of the Campus Directors	September, 1993 and 2nd year for all students
Fifth Priority Provide technical assistance and information on program/work accessibility and accommodations to administrators, faculty, and staff of post-secondary education programs.	5. Disseminate information to appropriate clearinghouse and technical assistance organizations.	a. State, local, regional, and national workshop b. Course Outline Sharing c. Press Release d. Brochure	a. Project Director Campus Director b. Project and Campus Directors c. PI Person d. PI Person	September, 1994 September, 1994 September, 1994 September, 1994

APPENDIX A

THREE-YEAR STATISTIC REPORT

EASE Program
Reporting Form for End of Grant
Three-Year Statistics

Campus: Arrowhead Colleges

Director: Jane Chilcote

Date: September 30, 1994

		Fall Quarter 1994 (as of 9/30/94)
Total number of EASE participants for entire project:	594	275

Year 1	218
Year 2	303
Year 3	317

Indicate number of EASE participants for entire project in each eligibility category:

		Fall 1994 Only
Hearing loss:	23	12
Total sight impairment:	9	10
Coordination impairment:	38	18
Learning disability:	242	103
Other health impaired:	18	10
Partial sight impairment:	25	5
Mobility impairment:	75	47
Speech impairment:	2	1
Systemic impairment:	45	21
Chemical dependency:	55	22
Developmental disability:	15	7
Organic disability:	3	3
Psychiatric disability:	61	30

Number of participants receiving financial aid	455 **eligible**	100%	**% of eligible**
Number of participants with 2.0 or better cumulative GPA	414	70%	**%**
Total participants who withdrew:	275		

Reason: 1. Health	30	6. deceased	1
2. Academic	30	7. Graduated	12
3. Financial	15	8. Unknown	3
4. Personal	72	9. Employed	6
5. Transferred	69		

PROVISION OF SERVICES:

Number of participants involved in a transition team or team planning	530	89%
Number of participants who have taken orientation or transition course	491 **orien.** 135 **course**	83 % 23 %
Number of participants who had needs assessed	541	91 %
Number of participants who have taken career courses or career search activities	171	29 %
Number of participants assisted by tutoring	475	80 %
Number of participants attending support groups	222 **present** 468 **mailings**	37 % 79 %
Number of participants using cooperative education/work experience	447	75 %

1. Internship for credit		50
2. Mentorship		15
3. Shadowing		24
4. Work Study		109
5. Jobs		178
6. Total inform. interviews		95
a) You arranged	25	
b) Class require	70	
7. Other (explain)		4

Number of participants in developmental courses	527	89 %

1. Reading	184
2. Math	295
3. English	287
4. Study Skills	303
5. Other (name)	16

*Some students took several dev. courses.

Number of participants receiving individual guidance sessions (IEP)	594	100 %
Number of participants needing formal accommodations (IEP)	517	87 %
Number of participants involved with a periodic review	594	100 %

PROJECT ACTIVITY OUTCOMES:

Number of inservice trainings	37	
Percent of faculty and staff trained		100 %
Number of participants assisted in transfer to 4-year college or other	147	100 % of those intended
Number of parents/significant others trained/consulted	257	
Number of employers involved in training sessions	204	
Number of employer trainings	14	
Number of formal agreements with employers/ placement offices	42	
Number of Advisory Committee members	90	
Number of Advisory Committee meetings	77	
Number of support group sessions offered	124	
Total # returned Student Satisfaction Surveys	198	
Year 1	16	
Year 2	65	
Year 3	117	

EVALUATION PLAN SUMMARY:

PROGRAM OBJECTIVE #1:

350 high school students and adults who have varied disabilities will have a successful transition into college as measured by their enrollment as a college student.

Evaluation Criteria and Data Source:
Students in transition will be supported by a transition team.

Proposed:	A.	350 students in transition will be supported by a transition team.
Process:		Transition team minutes are completed on each participant which includes team members, assessment information, post-secondary education plan, and team recommendations. Team contacts are also recorded in the participant file. The student is the primary participant.
Outcome:		530 students (89%) were supported by a planning team. In addition to the student, this team may include secondary educators, college faculty, counselors, community service personnel, DRS, medical personnel, dis. serv. providers, and others.
Proposed:	B.	350 students will be orientated to college in a transition course.
Process:		Student admission forms and transcripts are kept on file to assist in identifying needs of the student. Students are provided opportunities to attend orientation sessions, enroll in transition courses, and to meet individually with a college counselor and the EASE Director regarding transition to college.
Outcome:		491 (91%) students formally met in a needs assessment session and 135 (23%) participated in the college transition course.
Proposed:	C.	350 students will have their needs assessed.
Process:		Each student participating in the EASE Program is involved in a needs assessment session. Documentation of a disability is discussed as well as evaluation results. Needs, accommodations, and adaptations are documented on the student's IEP which is on file. The IEP is updated and modified when needed. A new IEP is developed each quarter.
Outcome:		541 (91%) students formally met in a needs assessment session. 100% of the students had an IEP which included ongoing progress notes of contact documentation.

Proposed: D. 350 students will have their course adaptation needs assessed.

Process: Each participant has course adaptations determined on an individual basis. These needs are included in the IEP. All pertinent information, documentation, discussion, course content, and requirements are considered when determining adaptation.

Faculty instructors are contacted with the student's written permission, regarding the students needs and the alternatives that are best for the student and the course. Students are always encouraged to self advocate by discussing their needs with the individual instructors.

Outcome: 100% of EASE/participants needing course adaptations and accommodations pertaining to their disability were provided on an individual basis.

Proposed: E. 350 students will have an individual curriculum plan accessible to them.

Process: Course adaptations and an implementation plan is included on the IEP. Notification is made to the faculty and staff involved. Copies of all IEP information and notifications are on file.

Outcome: 100% of EASE participants needing course adaptations or other adjustments due to their disability were provided with a plan quarterly. IEP's indicated specific plan and notification to appropriate staff with student's written permission.

Proposed: F. 350 students will strengthen their interpersonal and advocacy skills.

Process: Students have access to campus counselors on an ongoing basis for individual guidance. Discussion on interpersonal and self-advocacy skills is encouraged. The support group also addresses self-advocacy and interpersonal skills as topics. Resource materials on these subjects are distributed to all EASE participants. Students are also invited to meet with the EASE Director to discuss these topics or individual concerns. All sessions are documented. Specific needs requiring services or follow up are indicated on the progress notes of the IEP which is on file.

Outcome: 100% of EASE participants had access to information, resources, personnel and success groups to strengthen interpersonal and advocacy skills.

Proposed: G. 100% of faculty and staff will be trained to understand program participant needs.

Process: 100% of faculty and staff have been trained to understand participant needs in a variety of formats. In-service presentations have been conducted to address information and services of the EASE Program. Information on students with disabilities has also been presented. Ongoing dissemination of information to faculty and staff

Outcome: 100% of the faculty and staff have participated in several inservice trainings (37 various trainings were offered). On going informal dissemination of information has been provided. One on one communication with faculty has occured when needed for individual students. The Resource Guide-Students with Disabilities was distributed to all faculty and staff.

Proposed: H. 100% of parents will have access to information on the EASE Program and participation when requested.

Process: Information regarding services to students with disabilities on the Arrowhead Community College campuses has been made available to parents in several ways. Information on the program has been sent to area high school instructors and counselors for distribution. In-service trainings have been conducted for parents on services and transition to post-secondary education. Individual transition team meetings have occurred with parents as members of that team. Also, individual meetings have been conducted upon request. Many presentations have been done within the community to provide awareness and information that can then be passed on to parents. Also, involvement in community transition committees by the EASE Directors has produced referral to the program for information.

Outcome: 100% of parents requesting information, resources, training or individual meetings were able to access and or make arrangements to meet their requests. College Success: A Handbook for Students with Disabilities was made available for parents.

Proposed: I. 100% of students who are eligible will secure financial aid.

Process: Students receive financial aid information and counseling regarding application and eligibility. Individual documentation of financial aid status and need is on file in the campus Financial Aid Office with copies in each EASE participant's file. Referral to community agencies is made to students when necessary to meet their needs. Communication between these agencies such as the Department of Rehabilitation Services, Office of Jobs and Training, Social Services, employment agencies and others is established with the EASE Campus Directors in each community.

Outcome: 455 (100% of those eligible) of EASE participants received financial aid, according to guidelines established and on an individual basis.

PROGRAM OBJECTIVE #2:

90% of all enrolled students will persist as college students and will have a 2.0 GPA until they meet their stated goals. Transcripts on each EASE participant are kept on file in the EASE office. Students are encouraged to seek academic counseling and tutoring if they are experiencing any academic difficulty. Academic alert notices are sent to the counselors from faculty so follow up counseling can be scheduled. Modifications are also made in services if the student is in need of any changes and/or additions. The student's success in college is monitored throughout the quarter and periodic review information is recorded on the IEP. Students are also encouraged to take study skills courses. The EASE Director is available on an individual basis to discuss learning strategies with the student. Recommendations are made to the student to help improve performance.

Student retention information is collected on each of the EASE students. This information is reported to the EASE Advisory Committees and discussion for improvement is invited. The Advisory Committee makes suggestions and offers guidance to the program for greater retention of students with disabilities. Although lack of retention can be for many reasons, services to students with disabilities increases the retention for many. Information is collected on students who leave college prior to meeting their goals and is kept on file. This information is used to determine program direction for improvement in retention.

Evaluation Criteria and Data Source:

Proposed:	A.	100% of students will have the opportunity to participate in a career exploration course which involves employers, local officials, and Chamber members as guest speakers and as "shadowed" personnel.
Process:		Students are offered information and encouragement to enroll in all available career exploration courses, job skills courses, seminars, and workshops. Recommendations are also made to access information in the Career Center. These courses and seminars regularly invite guest speakers such as employers and community agency personnel to speak to the students. Student advising and guidance sessions are on record. Employer evaluations are also kept as a tool for guidance to the student as well as improvement of services.
Outcome:		171 (29%) of the EASE participants registered for and attended a career exploration or job search skills course. 100% of the students received information on their campus career Center workshops and career guidance opportunities. The Answer Book: Job Search Strategies for Students With Disabilities, was distributed and continues to be available for students.

Proposed: B. 100% of students will be part of a team planning effort by college staff.

Process: All EASE participants participated in their program planning. This involvement is documented on the team planning minutes as well as the student's IEP. Student satisfaction surveys are distributed quarterly to receive feedback on services and to improve the program to meet student needs. Faculty members involved with the student's program are consulted about the accommodation and service plan with the permission of the student.

Outcome: 100% of the EASE participants did participate in their own individual program planning with the EASE Director and academic counselor.

Proposed: C. 100% of the faculty and staff will participate in ongoing in-service training.

Process: Ongoing in-service is provided through periodic formal in-service training sessions and dissemination of information. Faculty needs surveys are collected to ensure topics of need and interest are addressed. This information is also reported to the Advisory Committee for advisement. College administrators are also involved with plans to meet the needs of the faculty and staff.

Outcome: 100% of the faculty and staff participated in a formal or several formal in-service trainings. They received current, ongoing information. Input on faculty needs were invited.

Proposed: D. 80% of students who need to be assisted by a tutor will be assisted.

Process: Each campus has tutoring available for students when requested in the Learning Center. Tutors are arranged on an individual basis for skill, subject, and group support. Students are encouraged to schedule tutoring on a regular and consistent basis.

Outcome: 475 (80%) of the EASE participants accessed tutor services. These services were available to all participants as needed. Special arrangements were made upon request. Tutor trainings on assisting students with disabilities were conducted. Opening Doors to Learning: A Tutor Resource Manual was developed and used in training sessions. "Tutor Talk" was a continuing information resource.

Proposed: E. 75% of students will participate in support groups.

Process: Documentation of support group topics, publicity, and participation is kept on file. Student need surveys are distributed and used for planning. Some students prefer not to participate in a group situation and prefer individual guidance sessions. Information distributed at support group sessions is sent or made available to all participants as resources. Information on the support groups offered is on tile. 100% of students get notices and information mailings.

Outcome: 222 (37%) of the EASE participants attended support groups offered on the campuses. 100% of the students were sent notices and invited to attend. 124 support groups were offered.

468 (79%) of the EASE participants received information distributed at support group sessions through the mail and/or available from the EASE Director.

Proposed: F. 70% of all students who demonstrate a need as identified on the CAPP testing will have enrolled in developmental courses.

Process: Recommendations are made to each student based on transcripts, CAPP testing performance, and other pertinent information. Students do, however, have the choice to accept these recommendations or not to accept them. Transcripts and GPA records are kept on file.

Outcome: 527 (89%) of EASE participants enrolled in developmental courses. Some registered for one or several offerings as needed in the areas of Reading, Math, English and Study Skills.

PROGRAM OBJECTIVE #3:

80% of all participants enrolled in college who desire job placement will be placed in jobs related to their education program, or will to transfer to four-year institutions.

Evaluation Criteria and Data Source:

Proposed:	A.	100% of participants will receive ongoing guidance.
Process:		Records are on file of each participant's guidance sessions. These sessions may be with campus counselors or the campus EASE Director.
Outcome:		100% of the EASE participants have record of ongoing guidance sessions. These are documented on the contact/progress notes.
Proposed:	B.	80% of participants will learn job seeking skills.
Process:		Participation in all career and job seeking courses, seminars, and workshops is on file through transcripts and individual guidance sessions.
Outcome:		Students had the opportunity to access career information and job seeking skills through courses, seminars, workshops and individual sessions. Some students took advantage of various offerings. 29% in courses 37% support groups 79% resources 100% individual sessions
Proposed:	C.	20% of participants will join job seeking support groups.
Process:		Students at this point utilize resources such as the placement office and placement counselors on an as needed basis that fits their individual schedule. Information on employment and job seeking is disseminated through mailings. Students are encouraged to make appointments with staff to access additional information ask questions, and get individual referral information. Information distributed to students and specific correspondence is kept in the participant's file. Career Center information is also available to students at any time they choose to seek it.
Outcome:		222 (37%) of the EASE participants directly attended success groups. 100% of students have received information regarding employment opportunities, job seeking skills, career Center access and opportunity for individual guidance support groups. Post graduate support groups were not accessed. A few students return to campus to use the Career Center.

Proposed:	D.	100 employers will attend training sessions to learn how to make jobs accessible to participants.
Process:		Approximately 204 employers have attended informational sessions regarding persons with disabilities in the workplace. These sessions have also included information on the EASE Program and an invitation to participate with the program through work experience sites or as advisory members. Employers were also encouraged to use available resources and material from the EASE office for more information, referral, or questions. Employer evaluations are kept on file. Employer workshops were presented.
Outcome:		Approximately 204 employers in our communities have attended workshops provided by the EASE Project. Over 14 workshops were presented over 2.5 years. Advisory Committee members included many area employers. The Employers Handbook for Workplace Accommodations was distributed extensively.
Proposed:	E.	40% of students will experience a positive transition to four-year institutions.
Process:		100% of students who intended to transfer have done so successfully. A transfer data report is kept on file for each participant who transfers to another institution.
Outcome:		147 (25%) of the EASE participants transferred. 100% of those who intended to transfer did so successfully. Many students did not have transfer to a 4 year institution as one of their goals. Some choose 2 year programs or are continuing to pursue a 2 year degree.
Proposed:	F.	40% of graduated will be placed in jobs.
Process:		Each graduate is sent a graduate follow-up survey. A self-addressed, stamped envelope is also sent to increase the number of responses.
Outcome:		178 (30%) of the EASE Participants reported employment while attending college. An insufficient number of graduate follow-up surveys were returned to accurately report employment statistics of participants to date. A follow up survey of employment success after the close of the project may induce increased accuracy.

Proposed: G. 50 placement officers and employers will sign a formal agreement to place program participants.

Process: Employers and placement officers have been invited to participate in the EASE Program by signing a formal agreement and communicate with the program regarding work experience opportunities or placement services.
42 employers have responded with a signed formal agreement. These agreements are kept on file.

Outcome: Although employers were willing to place students, some are reluctant to sign a formal agreement. Therefore, greater participation was realized then the number of formal signed agreements might indicate.

Proposed: H. 50 employers, placement personnel, PIC members, DRS staff and Chamber representatives will serve on advisory committees.

Process: 90 Advisory Members serve the EASE Program on six campuses. Advisory committee member lists are kept on file as well as meeting agendas and minutes.

Each EASE Director is a member of the Community Interagency Transition Committee in their respective community. This committee includes educators from secondary and post-secondary institutions, health care providers, social services, DRS, parents, consumers, employers, job services, etc. These committees distribute transition and referral information. Projects and workshops are developed and sponsored by participating groups.

Outcome: Advisory Committees in each campus community met quarterly. They provided valuable direction for the project and provided a critical link for the college and community. Continued involvement and collaboration with these individuals will insure future planning and partnership.

PROGRAM OBJECTIVE #4

Students with disabilities will have opportunities to participate in work activities which will enhance their career experience.

Evaluation Criteria and Data Source:

Proposed: A. 100% of students who desire to participate and meet eligibility guidelines will have a work study opportunity, a cooperative education experience or an internship.

Process: Every EASE student received information about the work experience options available to them. These included work study for those who are eligible, a cooperative education experience on those campuses where available, internships for those students in an occupational program, mentorship, independent study work experience, and shadowing experiences. These are all voluntary options. Some students chose not to access them. Some students chose options for several experiences and have gained access to valuable information in their career area.

Outcome: 75% (447 students) participated in a work experience activity. Several options were provided and some students over the course of their studies accessed several career related opportunities.

50 - Internship for credit
15 - Employer mentorship
20 - Shadowing
109 - Work Study
178 - Jobs
95 - Informational Interviews

This priority has stimulated discussion in the further development of work experience credit opportunities. Continuance in this area will increase employer partnerships and involvement in planning employment related activities at the college. A team of individuals which includes employers, college personnel and students will develop and plan events and activities to enhance employer/college/student corrections. This interaction will provide benefit for the students and the business community.

PROGRAM OBJECTIVE #5

Disseminate information to appropriate clearinghouse and technical assistance organizations.

Evaluation Criteria and Data Source:

Proposed:

A. State, local, regional, and national workshops will be attended by the Project and Campus Directors.

B. Course Outline sharing will be done by the Project and Campus Directors.

C. Press Releases will be sent to local newspapers by the PI Person.

D. Brochures will be developed by the Project and Campus Directors and the PI Person.

Process:

A. The EASE Directors attended and participated in local, state, regional and national workshops. The EASE Project and materials were presented to many post-secondary educators, secondary educators, students, agencies, employers and organizations.

B. The EASE Directors met quarterly on project progress, program development and student involvement. Course outline sharing provided many opportunities to improve and expand information to meet the needs of students with disabilities.

C. Several articles featuring the EASE Project and personal student stories were presented in local newspapers in the six college communities participating in the project.

D. Each campus developed and distributed EASE Program brochures specific to the campus. Additional program brochures were sent to area employers with a focus on the employment activities. A dissemination brochure was available at workshops for interested persons to request items of interest. A procedures and replication manual was sent to those requesting it. Many materials were distributed at each college and in the college communities.

Outcome:

See Dissemination Plan pages 39, 40, and 41 for details.

DISSEMINATION PLAN

The EASE Program produced various publications and newsletters during their three-year existence. As identified in the Federal Priority, project findings and products were disseminated to, and used for the benefit of target groups. Contribution to current practice and information as a model project was provided through dissemination packets.

Approximately 100 dissemination packets containing the following items were mailed to local, state, and national audiences:

- EASE Program Informational Brochure
- EASE Program Brochure with order form for publications
- EASE Program Employer Connection Brochure
- Dissemination Packet Response Survey
- Overview of the EASE Project which listed the Arrowhead Community Colleges, Activities and Services, and Publications
- Work Experience Process/Procedure for EASE Participants which included Placement Agreements, a Performance Evaluation form, and an Exit Interview with Student form
- Tutor Talk - a sample copy of the monthly newsletter
- STAR Success Group - a sample copy of a weekly poster
- Transition News - a sample copy
- Employer's Tips: A compilation of your responses - A copy of responses received from employers in response to an EASE survey
- Employers Connection - a sample copy of the monthly newsletter
- EASE EXTRA - a sample copy of the monthly newsletter
- Employers' Handbook for Workplace Accommodations for Employees with Disabilities
- Tutor Resource Manual: Opening Doors to Learning
- Students with Disabilities: A Resource Guide for Faculty and Staff
- The Answer Book: Job Search Strategies for Students with Disabilities
- College Success: A Handbook for Students with Disabilities
- The EASE Project Snapshot - Procedures/Replication Manual (as requested)

In the spirit of the EASE Program all materials that would benefit other programs were sent to provide additional resources for other institutions.

The following community agencies, schools, and institutions, requested and received the EASE dissemination materials:

LOCAL AUDIENCES

- Local Community Secondary Schools
- Chamber of Commerce
- Advisory Committee Members
- Community College Administration, Counselors, Faculty, Staff
- EASE Project Students
- Community Public Libraries
- Department of Rehabilitative Services
- Mental Health Centers
- Area Employers
- Community Transition Interagency Committee
- Community College Tutors/Learning Center
- Job Service
- Center for Independent Living
- Jobs Training Partnership
- Adult Basic Education
- North Eastern Minnesota Center of Independent Living

MINNESOTA AUDIENCES

- Minnesota Community College System
- Higher Education Consortium on Learning Disabilities (HECLD)
- Minnesota Community Colleges Disability Offices
- Minnesota State Department of Education Transition Services
- Parent Advocacy Coalition for Educational Rights (PACER)
- Learning Disabilities of Minnesota (LDM)

NATIONAL AUDIENCES

- Linkages
- National Institute for Staff and Organizational Development (NISOD)
- Transition Research Institute, University of Illinois
- Project Directors' Annual Meeting, Washington, D.C. April, 1994
- Association on Higher Education and Disability (AHEAD) National Conference, Columbus, Ohio, 1994
- HEATH Resource Center
- National Information Center for Children and Youth with Disabilities

- Community and Technical Colleges, Universities, State Departments of Education, Disability Agencies (100 sent to date).
- NICHEY-National Information Center For Children and Youth With Disabilities

OFF-CAMPUS RESOURCES

The EASE Program Directors networked with the following agencies for the purpose of connecting students to needed off-campus services:

- Center for Independent Living
- RSVP (Retired Seniors Volunteer Program)
- DRS (Department of Rehabilitative Services)
- CTIC (Community Transition Interagency Committee)
- JTPA (Jobs and Training Partnership Act)
- Range Mental Health
- Social Services
- Social Security Administration
- AEOA (Arrowhead Economic Opportunity Agency)/ABE Program (Adult Basic Education)
- Lutheran Social Services
- State Services for the Blind
- Interpreter Referral Service
- Independent School Districts
- Sexual Assault Services
- Counseling Centers
- Recording for the Blind
- Community Chamber of Commerce
- Project Invest (Technical Assistance for Transition)
- Special Education Cooperatives
- Epilepsy League
- Human Development Center
- Public Library STAR (A System of Technology to Achieve Results) Program
- Technical Colleges
- University of Minnesota, Duluth
- The Northern Bridge - Disability Service Providers
- University of Wisconsin, Superior
- Learning Disabilities of Minnesota
- The College of St. Scholastica
- Others

DISSEMINATION PACKET AND RESPONSES

EASE PROJECT

Equal Access for Students to Education and Experience
Model Demonstration Project on Transition
Funded by the U.S. Department of Education,
Office of Special Education, and Rehabilitative Services

DISSEMINATION PACKET RESPONSE

What information did you obtain from the materials that you will be able to use at your institution?...And how will you put them to use?

What aspects of the project were of interest to you?

When a project is reported, what format do you prefer?

What is of greater use for you - practical resources, research, procedure description, other??? and why?

What information provided was most helpful to you and why?

Specifically, what was most helpful to you in the following publications?

THE ANSWER BOOK:

THE EMPLOYER'S HANDBOOK:

THE RESOURCE GUIDE:

THE TUTOR MANUAL:

Please make additional comments that you believe would be beneficial to us as we prepare our final report. THANKS!!!

Congratulations on a project well done

EASE PROJECT

Equal Access for Students to Education and Experience
Model Demonstration Project on Transition
Funded by the U.S. Department of Education,
Office of Special Education, and Rehabilitative Services

DISSEMINATION PACKET RESPONSE

What information did you obtain from the materials that you will be able to use at your institution?...And how will you put them to use?

We found your materials very well written and organized. The information will provide valuable resources for our Career Strategy Classes, New Horizons (Displaced Homemaker) program and the Accommodations Office.

What aspects of the project were of interest to you? - All were of interest!

Because I'm new at a newly created job as Accommodation Specialist, the "Resource Guide on Students With Disabilities" has been and will continue to be a great help.

All areas were of interest to those in our Career Center and Office of Student Support Services who received your material.

When a project is reported, what format do you prefer?

Successful procedure description.

What is of greater use for you - practical resources, research, procedure description, other??? and why?

Practical resources and procedure description.

Because the results have been analyzed & formulated into adaptable, functional resources.

What information provided was most helpful to you and why?

→

Specifically, what was most helpful to you in the following publications?

THE ANSWER BOOK:

Chap. 2 - ADA
" 3 - Adapting
" 4 - Organizing
" 6 - Applications
" 9 - Contacts/Networking
" 10 - "
" 14 - Self-Advocacy

THE EMPLOYER'S HANDBOOK:

Organization of information by disability for easy reference.

Information about assistive technology for each disability.

THE FACULTY GUIDE:

Entire book will be very useful. It will be easy for faculty to read in a short amount of time.

THE TUTOR MANUAL:

We thought this included valuable information. I can't locate this booklet at the moment as it's still somewhere in the dept. and we're on spring break. In general, the booklet was organized and helpful

Please make additional comments that you believe would be beneficial to us as we prepare our final report. THANKS!!!

We would appreciate receiving copies of Tutor Talk, the Ease Extra, the Employers Connection and Transition News on a regular basis. Thank you very much.
(and maybe another tutor manual?!)

Wendy Fenster
Iowa Western Comm. College

EASE PROJECT

Equal Access for Students to Education and Experience
Model Demonstration Project on Transition
Funded by the U.S. Department of Education,
Office of Special Education, and Rehabilitative Services

Received
4/24/97

DISSEMINATION PACKET RESPONSE

What information did you obtain from the materials that you will be able to use at your institution?...And how will you put them to use?

The ~~A~~Answer Book +
Students w/ Disabilities Resource Guide

I teach in higher ed - the Answer Book will be good in my transition class (preservice)

What aspects of the project were of interest to you?

+ the Resource Guide will be helpful w/ fellow faculty - many faculty are at a loss as to how to deal w/ students w/ dis's in their classes - some still think they shouldn't be there!

When a project is reported, what format do you prefer?

see below
↓

③ ① ②

What is of greater use for you - practical resources, research, procedure description, other??? and why?

I am a researcher + am interested in demonstrating empirically "what works". Next, because I am a teacher-educator, I am interested

What information provided was most helpful to you and why?

in strategies that beginning teachers can use ~~that~~ model programs like yours have found to be effective

Specifically, what was most helpful to you in the following publications?

THE ANSWER BOOK:

Step-by-step approach that "walks" student through the process - Also coping skills, like the section on anger

THE EMPLOYER'S HANDBOOK:

nuts + bolts on strategies for accommodating emp's w/ dis's

THE RESOURCE GUIDE:

the higher ed community needs support/info on how to accommodate in the classroom

THE TUTOR MANUAL:

peer tutors are terrifically effective, but they need support + ideas too - this handbook addresses those needs

Please make additional comments that you believe would be beneficial to us as we prepare our final report. THANKS!!!

Thank you for the very helpful information - I work w/ high schools in Nashville & this info. will be helpful to them too

Carolyn Hughes
Vanderbilt Univ.

Received 9/6/94

EASE PROJECT

Equal Access for Students to Education and Experience
Model Demonstration Project on Transition
Funded by the U.S. Department of Education,
Office of Special Education, and Rehabilitative Services

DISSEMINATION PACKET RESPONSE

What information did you obtain from the materials that you will be able to use at your institution?...And how will you put them to use?

in service training related to faculty
will be used for staff development training

What aspects of the project were of interest to you? all

When a project is reported, what format do you prefer? No preference

What is of greater use for you - practical resources, research, procedure description, other??? and why?

Practical resources
Can be immediately applied in one's
own campus environment

What information provided was most helpful to you and why?

Resource Guide
For use in faculty disability awareness
training

BEST COPY AVAILABLE

Specifically, what was most helpful to you in the following publications?

THE ANSWER BOOK: Self-Advocacy and Survival on the Job Sections

THE EMPLOYER'S HANDBOOK: Have not had opportunity to review

THE RESOURCE GUIDE: Section of material related to "Teaching Students with Disabilities"

THE TUTOR MANUAL: Learning Styles and Difficult Tutoring Situations

Please make additional comments that you believe would be beneficial to us as we prepare our final report. THANKS!!!

Excellent materials! We will cite them as valuable resources in the software on accommodations that we will be developing in our final year (94-95)

Mary B. Silvester

Received 8/1/94

EASE PROJECT

Equal Access for Students to Education and Experience
Model Demonstration Project on Transition
Funded by the U.S. Department of Education,
Office of Special Education, and Rehabilitative Services

DISSEMINATION PACKET RESPONSE

What information did you obtain from the materials that you will be able to use at your institution?...And how will you put them to use?

What role our institution should play
What accomodations should we be providing
Hopefully with the various ideas we were able to pick up we will incorporate a disclaimer clause in our Catalogue as well as adapting our Syllabus to make Students aware of our accommodation.

What aspects of the project were of interest to you?

What types of Services were available
How do you accomodate different disabilities

When a project is reported, what format do you prefer?

not sure if I understand this?

What is of greater use for you - practical resources, research, procedure description, other??? and why? practical resources
procedure description, to assist us in developing our own programs/Services

BEST COPY AVAILABLE

What information provided was most helpful to you and why?

I felt the tutor resource & a Resource Guide for Mesabi Community College was most helpful. When we obtained the information we were still unsure of our responsibilities to our students. These sources helped clarify our role a little better.

BEST COPY AVAILABLE

Specifically, what was most helpful to you in the following publications?

THE ANSWER BOOK:

THE EMPLOYER'S HANDBOOK: This was good information since we are a learning institution it would benefit us somewhat.

THE RESOURCE GUIDE: This was also very helpful it helped clarify our responsibilities.

THE TUTOR MANUAL: I really enjoyed this manual. I feel we will be able to use it quite often to put our own supportive services in order.

Very good.

Please make additional comments that you believe would be beneficial to us as we prepare our final report. THANKS!!!

We would like to thank you for the

BEST COPY AVAILABLE

CAMPUS TEAMS AND COMMITTEES

A successful program requires support from faculty, staff, and administration. The EASE Program had an excellent support system on each campus which also included:

* **Campus Resource Team**

Each Campus Resource Team which included faculty, staff, student representatives, Learning Center Coordinators, counselors, and student program directors met to discuss issues, policies, and recommendations for improved educational opportunities for student success. The committee provided feedback, collaboration on joint projects, and development of future activities.

* **ADA Team**

This team was instrumental in promoting awareness of needed accessibility accommodations on campus. The ADA Teams developed and implemented a self-evaluation and transition plan. The ADA Teams typically included the EASE Director, Maintenance Supervisor, Director of Fiscal Operations, students, and administrators. This group investigated and discussed structural alterations and plans for implementation.

* **EASE Advisory Committee**

The EASE Advisory Committee was discussed on page two.

EVALUATION METHODS

The evaluation plan included the continuous review of program services and activities to measure program effectiveness. Data was collected on individual campuses, compiled, and reported annually.

METHODS

- Individual data base file - records student participation in program objectives and activities
- Assess student satisfaction / request suggestions
- Document student plan and methods for success - Transition Team Report, Individual Education Plan, Progress Notes and Review, and Course Progress Reports
- Assess faculty needs, satisfaction
- Communication with faculty
- Feedback on dissemination materials
- Student Follow-up Survey
- Workshop evaluations
- Testimonials

BARRIERS TO IMPLEMENTATION

- **Disclosure of Disability/Participation in Program**

  Some students continue to exit college rather than seek assistance and support.

- **Lack of Requests to be a Participant in High School Transition Team**

  Transition Team development needs to continue to increase communication and collaboration with High School educators.

- **Student Work Experience Participation**

  Many students have found it difficult to add a work experience to their academic load and family commitments due to lack of time. Often short-term arrangements such as shadowing experiences were preferred.

- **Employer Interest**

  Employers were concerned about personnel costs such as wages and workman's compensation in establishing a work experience arrangement. There were also restrictions due to unions and staff lay-off. Some employers did not feel they had the time required to work out a work experience plan.

- **No Credit Available for Work Experience**

  Not all majors have an existing credit bearing internship option.

  Students need to be able to earn college credit for time spent in an internship or work experience. This curriculum issue continues to be a priority for further development.

- **Assessment Options**

  Our community colleges do not provide evaluations to determine a learning disability. Students frequently do not have insurance coverage or personal funds to cover the costs. DRS authorized evaluations are limited due to recent eligibility guidelines.

- **Comprehensive Nature of Project/Additional Staff Needed**
  Multiple components of the EASE Project and limited staff left inadequate time available in certain areas. The employment related objectives should be addressed by a specific employment project coordinator. This component requires intensive employer contact and follow-up for maximum benefit to students. An individual identified specifically for this area is needed.

RECOMMENDATIONS

The length of the project should be extended to five years to allow adequate time to further expand, modify, follow-up the program. It would provide for greater effectiveness and the ability to see the long-term effects. The collaboration and communications systems would be deeply entrenched and insure continuance.

Funding should be available to pay for work experience which would include workman's compensation and social security costs. Many times the employer would be happy to provide a work experience but could not contribute the added costs.

The focus of the EASE grant should be narrowed. The EASE grant was too comprehensive to concentrate thoroughly on so many areas in six communities with half-time directors. The program objectives included transition into college, services in college and employment. Collectively the program was extremely ambitious. The Development of the employment section, for example, through an employment coordinator, would provide needed time for the expansion of the work experience activities.

Our experiences through the EASE Project and our continued campus discussions have led us to the next step in the further development of work experience options for students. Currently, our colleges offer internship credit in occupational programs. We are working on making this available to students in all majors. A student will take college credit for a work experience placement within his/her education and career focus. Under a faculty supervisor, the student will work for a designated number of hours for elective credit. The employer, supervisor, and student will meet and communicate on duties, responsibilities, and evaluation. This option will provide students with direct experience in their major career field.

CONTINUANCE

The Arrowhead Community Colleges are dedicated and committed to the success of all students accessing education. Due to the successful impact of the EASE Program, continued delivery of high quality services to students with disabilities in college and within the community will occur. Each of the EASE Directors will remain on campus with institutional funding. In addition, the Arrowhead College EASE Directors are active participants in a newly-developed group of Northeastern Minnesota disability service providers. This group, called the Northern Bridge, consists of University, Community and Technical College Disability Directors, Department of Rehabilitation Counselors, and others. Its purpose is to communicate, collaborate, and find solutions to barriers affecting success for individuals with disabilities. This is a valuable connection for our rural area.

The EASE Project has had a significant impact on services to students with disabilities in our Arrowhead Community Colleges. It has enhanced, expanded and improved information and services to students, employers, high school educators, and college educators throughout our communities, region and state. The EASE Project has offered assistance and dissemination to many schools and agencies nationally. We believe it has made a contribution to the advancement of disability services and access to education. We will continue to share our project, materials and provide technical assistance upon request.

EASE STUDENT FOLLOW-UP SURVEY AND RESPONSES

MESABI COMMUNITY COLLEGE EASE FOLLOW-UP SURVEY ____________

In an effort to illustrate the impact of U.S. Department of Education Grant Programs such as EASE, we would like to request your input. We appreciate your time and effort in contributing a response to our survey. Thanks much!! **Please return by June 15, 1994.**

1. When did you attend MCC? Years ______ Quarters ______

2. Please check the **services** you **used** through the EASE Program (Disability Services).

___ Star Success Group
___ Extended Test Time
___ Learning Center
___ Scribe
___ Reader
___ Print Enlarger
___ Curriculum Planning Assistance
___ Shadowing Experience
___ Employer Resources
___ Transfer Assistance To Other College
___ Notetaker
___ Testing Accommodations
___ Tutors
___ Taped Texts
___ Voice Type II Computer Program
___ Soundproof Computer Program
___ Informational Interviews
___ Individual Guidance/Advising
___ Physical Access Modifications

3. Did you work when you were attending Mesabi? Yes___ No___
If so, where?____________________ How many hours a week?________

4. Are you currently working? Yes___ No___
Part-time ___ Full-time ___
If yes, what is your salary in this job in $ per hour, week or month?___________
Is your job related to the education you received at MCC? **Choose one:**
Strongly Related ___ Somewhat Related ___ Unrelated ___

5. Did you graduate from MCC with a degree? Yes___ No___
What degree did you receive? AA___ AAS___ AS___

6. Did you intend to transfer to a 4-year college after Mesabi? Yes___ No___

7. Did you transfer and attend a 4-year college? Yes___ No___
If so, how long were you there?______________________________

- OVER -

8. Did you graduate from a 4-year college? Yes___ No___
   If yes, what degree did you receive?______________________________

9. What is your educational goal or field?____________________________

10. What job position did you train for?______________________________

11. Did you ever access job information after leaving MCC? Yes___ No___

12. Would you likely come to MCC for additional job seeking information and support in in the future? Yes___ No___

13. Did you find continued support in the community after leaving MCC? Yes___ No___
    If so, where?_________________________________
    If no, what do you feel you need?______________________________

14. Did you receive any federal, state, or college sponsored financial aid while at MCC?
    ___ JTPA
    ___ Pell
    ___ Scholarship
    ___ SSI
    ___ DRS
    ___ Work Assistance
    ___ Work Study
    ___ MN State Grant

15. What services offered at MCC helped you the most? Please list:

16. What services would you like to see developed at MCC? Please list:

17. Did the EASE Program make a positive difference for you at Mesabi?
    Yes___ No___ If yes, how so:

18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

Student Follow-Up Survey Response

24% of the EASE Participants returned the survey. Not all questions were answered by all respondents.

The following services are listed in order of most frequently accessed to least accessed.

1. Learning Center
2. Tutors
3. Individual Guidance/Advisory
4. Extended Test Time
5. Testing Accommodations
6. Notetakers
7. Support Group
8. Curriculum Planning
9. Taped Texts
10. Readers
11. Informational Interviews
12. Transfer Assistance
13. Physical Access Modification
14. Scribe, Print Enlarges, Specialized Computer Programs
15. Taped lectures
16. Employer Resources
17. Shadowing experiences

The following indicates the direct student responses to questions presented.

15. **What services offered helped you the most?**

- Accommodations for inability to participate because of disability
- tutor, tape recorder, adaptive equipment (table), individual guidance/advising
- notetaker, taping classes, enlarged printing
- Learning Center, SSS, EASE Advisors
- CAA, Books on Tape
- Student Services, Human Services/CD Program Advisors, STIPP, VIP
- Financial Aid office
- Testing accommodations, physical access modifications (elevator, door/parking)
- Instructors who take interest in you
- The security of the disability services

16. **What services would you like to see developed?**

- More help with learning disabilities
- Computer networking from home
- I would like to see Student Mentors available to new students each quarter to answer questions.
- Transportation for the handicapped
- More help for people with disabilities
- More help for shy and withdrawn individuals before they drop out.
- More counselor services, more tutors for all subjects.
- More of the writing center opened for everyday studying.
- More support groups
- A larger learning center accommodations

17. **Did the Disability Program make a positive difference for you?**

- Understanding and minimizing my disability so I was able to achieve
- The program helped me to understand my rights with respect to my disability out in the job market. Learning about ADA was beneficial to me and my children.
- Having textbook print enlarged made reading easier.
- I was able to find someone to answer any questions I may have had.
- I received a positive support and understanding of college.
- I was able to reach my goal
- It allows me more time for tests.
- Much information was available
- Early enrollment in classes
- My self-esteem became very positive

18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

[illegible] Hibbing [illegible] quickly [illegible] [illegible]
[illegible] [illegible] of getting a 2 year degree and
[illegible] got to a 4 yr [illegible] [illegible]
I transferred to the [illegible] [illegible]
I am currently attending [illegible] School [illegible]
[illegible] the [illegible] [illegible]
This was a grand achievement [illegible] [illegible]
GPA admitted w/ my group was 2.75 [illegible] [illegible]
around 3.4. I am presently doing quite well.
I'll be interviewing for full-time positions [illegible]
[illegible] (to start next summer). Hibbing was a great
stepping stone for me to adjust to college [illegible]
[illegible] going into [illegible] [illegible] for the
first year out of high school.

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18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

My story is not complete yet, I have 1 more year to go until I graduate, However, in the two years at DCC I know that I would not be still in school, if not for EASE + STIPP programs.

The two persons in charge of these programs worked hand-in hand with each other and as a result I got the aid, encouragement and services, I needed to stay in school. For I have had some serious problems with epilepsy and a learning disability, and other concerns that are known to Jeannette Turchi, EASE director, Janet Walter and Durae Poukka, STIPP directors, and without the programs they administered and without thier compassion and encouragement I would not be trying to become a working, self sustaining, tax paying member of society again.

Instead, I would be sitting in my small apartment feeling sorry for myself and living from disability check to disability check without any hope for a better life,

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18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

The first quarter at DCCC I had only a 2.40 GPA. (without ease program). Then the following quarters I was placed on the Dean's list with a 3.1 GPA. (with the use of Ease program)

In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

I am 44 years old. I returned to Sc
by getting my GED & then attending the Loc
two & a half years ago. I had no prior know
of the college system & the East program ass
me with guidance and planning. I have degenerat
arthritis in both knees. For a time I was in a le
brace and since I bus in rides were offered
to me. I also have carpal tunnel in both wris
I have had surgery, but the problem is reoccurin
I have had help in Notetaking, use of taping devices
Papers typed, extended testing time, and special
accommodations I was trained to use the Voic
type and have use of the copy machine to copy any
extra notes needed to help in class. Personal
Problems as well as health issues have made it
hard for me to attend classes everyday. and my
professors were always notified & assignments
picked up for me by the East office. Support
was always available & needed. This support
kept me in school with the reassurance that
help was always available and the encouragemen
that I could do it. So far, I have!

Thanks!!

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In our report to the U.S. Department of Education, Washington, D.C., we would like to .clude your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

When I started college I was 56 years old, legally blind and had not been in a class room in 40 years. My first contact at the college was the Ease office. Janette gave me the confidence I needed to enroll. She helped me fill out all the paper work. and get acquainted with the college. Her and I hit some rough spots, such as taking the entrance exam by tape, but we made it. Ann and the Learning Center showed me a new world. A computer I could use because of enlarged print and screen. I fell in love. I could not have made a 3.75 G.P.A. for the past 2 years without these two women and the jobs they do. They are

18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

My College education expanded my vision of the world around me, past and present. It has afforded me a self esteem — a sense of pride. It also uncovered talents I never knew I had, Poetry and writing and much to my suprise — sketching.

Though while in College, I often argued about taking unrelated courses. I now take great pleasure in watching Science shows and being able to understand the research.

At my age, I doubt that I will reap any great financial gain. But I will use my degree to help my Community. My courses in Counseling will be used.

My learning disability made the road very hard, many tears and numerous bottles of aspirin - however I never met or took a course where the Professor or teacher didn't make his/her time available to help me.

When you are ready to learn — a teacher will appear
Sol Gordon PhD.

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18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

If I would not have moved - I would have continued my education. However, I moved 125 miles away and couldn't continue - In my situation - Janet made life wonderful for me to go to school - I couldn't have done it without the program or the help.

Roxanne E. Lillis -

I now own a resort in Northern Minn It is a real challenge - but so far so good!

8. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

I had been struggling in school. and I knew I was a LD but didn't knew there was help in the school. I told a intructor that I needed help. She ~~then~~ introduced me to Jeannette Turchi. I soon was getting help. My test were read to me, tutors were avalible at times for me when I needed them the most. If I had problems with instructors I knew I could talk to Janet about them, also personal problem. If it wasn't for Jeannette I would have quit school. She has given me the confidents I needed to continue with school. It has been great to work with her. She is needed for people with any kind of problem.

Sincerly,
Michelle Ziegler

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18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

I have only attended 3 quarters at FDLCC but if I have a success story at all, it would have to do with the tutoring I recieved for algebra through the CAA and the EASE program. I was totally lost and without the help of a tutor named Rose Rude, I probably would have failed. She not only helped me figure out how to do algebra, but she made me believe in myself. When I thought that I was dumb and couldn't do it, she showed me how to do it and proved to me that I was anything but dumb. She made me feel a lot better about myself which I think is a big reason that I was able to finish 36 credits and stay on the "B" honor roll. Thanks Rose, and thank you to all involved with the EASE program.

Ronald Jokimaki

18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

I would like the Dept of Education to know that without these programs there would be a certain part of our population that would be without the benefit of Education. Education is an important part of life. I would also like to thank them for the opportunities they provide.

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Lauri King

Good attitude leads to success

by Susan Streed

Hard work and a good attitude are the keys to Lauri King's success. "Instead of thinking about what I can't do, I'll focus on what I can do," she tells herself. "You have to believe in yourself."

King, who attends Itasca Community College in Grand Rapids, is one of eight Minnesota community college students who have been awarded Chancellor Christensen Scholarships fro courage. The courage scholarships were established by the former chancellor of the Minnesota Community College System, Dr. Gerald Christensen, when he retired in 1992. He had long admired the perseverance of students who overcame long odds to attend college.

King, a Grand Rapids native currently living near Deer River, is preparing for a career change in the wake of a battle with systemic rheumatoid arthritis. Her illness forced her to give up a career she loved teaching physical fitness education.

Shortly after her son's birth, when she was just 30, King began to experience the debilitating symptoms of a disease that affected her body everywhere, not just her joints. Within three weeks, she could barely lift herself out of bed. "But I had a baby," she said, "so I did."

Systemic rheumatoid arthritis is an autoimmune disease, which means that the body's immune system begins to attack itself. Because her health was initially so good, King said, her immune system was particularly good at attacking itself, and her doctors tried everything they knew to help her keep the pain under control, including several experimental drugs. A side effect of one of the drugs she used is that she is losing her sight. The side effects didn't seem that bad, she said, compared to the pain she was in.

King found that the side effects of the pain itself included anger and depression, and her physician recommended therapy. In

Good attitude to page 3>

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>Good attitude

from page 1

therapy, King said, she began to really think about and work with the sexual abuse she had suffered growing up. She learned to recognize that even as a child, she had made decisions that she would carry with and that would affect how she lived.

It was during this process, King said, that she learned about her particular strengths, and-- perhaps more importantly-- how to believe in herself and develop a positive outlook.

"If you have an emotional set that you're happy, you can fight," she said.

King chose to pursue a career in accounting because she recognizes that her ability to work with numbers is a strength she has always had. In addition, she believes that the voice-activated computer software currently being developed will allow her to work even if arthritis makes it difficult or impossible to use her hands on the keyboard. "I didn't want to get myself into a degree I couldn't use," she said. She has one year left in order to complete her four-year accounting degree.

Before starting school last fall, King said she took some time to get her pain under control and build up her stamina. Even so, she finds that attending school is exhausting at times. She tries to work ahead each weekend so that she can rest during the week if she needs to. Her fellow students are very supportive, she said, and quick to see when she needs help.

Her children, who are now 12, 10 and 6 years old, support her efforts. "My kids are really great," she said. "They're really proud that their mother's on the Dean's List."

King's $500 courage scholarship was presented to ICC to cover tuition and books.

18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

When I decided to return to college I knew it would be hard struggle & most likely a failure. However, ACC disability program aided me by helping me establish the areas I had problems in and how to work around them. Beth helped me gain confidence self respect, and to feel equal to others. She showed me the path to success. I learned how to work around my disabilities as well as what to expect in certain situations. I am now carrying a 4.0 average the past three quarters.

Without the guidance and assistance of Beth and the assistance of her office I never would have made it this far. Now I can accomplish anything and I will! My story an example have touched others who can now see the road to success. Without the funding of these programs to assist people like me my career would have been a deadend & my life without much meaning. My three children have disabilities so they are learning thru me that life does have a pot of gold at the end of the rainbow. The rainbow itself is the programs you fund and you are the rays of sunshine of hope. Thank you very much

Barbara Hall

18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

I would just like to say, that if it wasn't for this program I wouldn't be here now.

I'm an ex soilder, with memory problems and other health problems. This program has given me a chance to reach my goals for an education. If it wasn't for these good people, I don't know what I would of done.

The U.S. Department of Education should support all schools who have disability programs for students.

LETTERS OF SUPPORT

ITASCA COMMUNITY COLLEGE

1851 EAST HIGHWAY 169 • GRAND RAPIDS, MINNESOTA 55744-3397 • (218) 327-4460

May 25, 1994

To Whom It May Concern:

I would like to express my gratitude and support of the EASE Project over the past three years. As coordinator of the Academic Resource Center, I am in close contact with students needing academic assistance, tutoring, or developmental classes. Thus I have worked very closely with Beth Claussen and the students she works with at Itasca Community College. Many students with disabilities have increased their success at college because of the services, accommodations, and information received through the EASE Project. Although colleges were suppose to have had services since 1974, the reality is that it was Beth and the EASE Project that have made Itasca more accessible to students with disabilities during the last three years. In addition, the Project has raised knowledge and awareness of disability issues for faculty and staff on campus through several inservice trainings.

It is with highest praise that I salute the EASE Project and Beth for a job well done!

Sincerely,

Sally Velzen

A MEMBER OF THE ARROWHEAD COLLEGE REGION • AN EQUAL OPPORTUNITY EMPLOYER

MINNESOTA DEPARTMENT OF
Jobs and Training
Division of Rehabilitation Services
401 11th Street S.E
Grand Rapids, MN 55744
Phone (218) 327-4485
TTY TDD (218) 327-4485

May 27, 1994

U.S. Department of Education

RE: EASE Program - Itasca Community College

To Whom It May Concern:

I would like to express my gratitude for the assistance the EASE program and Beth Claussen from the college's office of disabilities has given many of my clients.

They have reached out to the many students with disabilities in the area high schools and have assisted with workshops for these young individuals. The workshops have provided many students with resource information as well as provided them with exciting speakers who spoke on subjects such as self esteem and self-advocacy.

Beth has also personally helped many of my clients select career areas and classes as well as helped to schedule tutor times and arrange other accommodations such as taped texts, quiet test areas, etc. Not only has she provided them with excellent support and counseling, she has kept me informed and has included me in meetings with students when it was appropriate.

I would like to thank the Department of Education for awarding the grant which has provided Itasca Community College and Beth Claussen the ability to assist young adults with disabilities in such a very beneficial and professional way.

Sincerely,

Richard A. Holzemer
Senior Rehabilitation Counselor

RAH:sc

EQUAL OPPORTUNITY EMPLOYER

HUMAN
DEVELOPMENT
CENTER

[illegible] EXECUTIVE DIRECTOR
[illegible] MEDICAL DIRECTOR

June 23, 1994

Rachel Hansen
EASE Director
Fond du Lac Community College
2101 Fourteenth Street
Cloquet, MN 55720

Dear Rachel:

Thank you for contacting me regarding a letter of support for your program. I am happy to respond to your request since my experience with your program has been so positive.

Working with people with serious mental illnesses has sensitized me to the need for programs like yours to be in place to assist people with disabilities in their educational efforts. My clients often have the capability of doing college level work, but without support and assistance would have difficulty utilizing their talents. I have been impressed with the effort you have demonstrated when working with my clients to understand their needs, being available to guide them through the process of enrollment, and helping them when problems occur in the classes they take. I have also been impressed with your ability to work collaboratively with community providers like myself to coordinate services provided to students in the EASE program. I believe that, if my clients did not have the support they have received from the EASE program, the likelihood of their success in a college program would be lessened.

Thank you for your efforts in assisting my clients in their educational experience. I am pleased to hear that your services will continue to be available at Fond du Lac Community College.

Respectfully,

Mary Scott

Mary Scott
Licensed Social Worker

[illegible] EAST FIRST STREET DULUTH, MINNESOTA [illegible] 218 726-4491
40 ELEVENTH STREET CLOQUET, MINNESOTA 55720 218 879-4559
227 SEVENTH STREET TWO HARBORS, MINNESOTA 55616 218 834-5520
LAKE COUNTY SERVICE CENTER SILVER BAY, MINNESOTA 55614 218 226-3190

AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY EMPLOYER

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Fond du Lac Community College

2101 Fourteenth Street • Cloquet, MN 55720
(218) 879-0800 (V/TDD) • FAX (218) 879-0814

JUL 1994
RECEIVED
Arrowhead
Community
College

23 June 1994

US Department of Education

RE: EASE program

It has been my great pleasure to work with Rachel Hanson in regards to the EASE project. I cannot stress strongly enough how imperative it is for our campus to have staff to work specifically with students with disabilities.

Through the years I have seen an increase in students with multiple needs access our campus. They need the individual attention that people like Rachel can provide. Life for students can be difficult and then if you have other needs it can become near impossible. Support and support services can help students to stay in school and meet their educational goals.

Students with disabilities need the support that programs like EASE provide to make campuses an even–playing field. Too often, students are cast aside from the mainstream and not given equal opportunity to thrive and contribute to the community and the world.

Sincerely,

Lynn Willoughby

Lynn Willoughby
Director, Student Support Services

LW/ji

**MINNESOTA DEPARTMENT OF
ECONOMIC SECURITY**

**Division of Rehabilitation Services
1000 Lakeshore Drive
Moose Lake, MN 55767
218/485-5300, Ext. 348**

June 28, 1994

To Whom It May Concern:

As a vocational rehabilitation counselor, I've had several opportunities to work with the EASE Program during the past three years. This has proven to be an invaluable service due to the individualized attention that my students with disabilities receive. A comprehensive assessment of the learner's needs is conducted and a plan is implemented to meet those needs in the educational setting. Students, who have received services from this program, have been far more successful in achieving their educational goals.

All-in-all, the EASE Project has been a great success, especially since the school has now agreed to continue services to students with disabilities through the Fond du Lac Community College's Office For Students With Disabilities.

Sincerely,

Stephen Larson/jlp

Stephen Larson
Career Rehabilitation Counselor

SL:jlp

Speare, Caulfield and Huber Associates, P.A.
Psychologists

Jonathan Speare, Ph.D.
Licensed Psychologist
Certified Chemical Dependency Practitioner

Joseph B. Caulfield, M.A.
Licensed Psychologist
Licensed & Certified School Psychologist
Licensed Independent Clinical Social Worker
Certified Family Mediator

James W. Huber, Ph.D.
Licensed Psychologist

Please reply to:

☐ 302 E. Howard
Suite 1
Hibbing, MN 55746
(218) 262-1772

☒ 3100 Lincoln Bldg.
3rd Ave. and 1st St. N.
Virginia, MN 55792
(218) 741-3740

July 25, 1994

Jane Chilcote
EASE Program Director
Arrowhead Community College
9th Ave. & West Chestnut St.
Virginia, MN 55792

Dear Ms. Chilcote:

I am writing in response to your letter of June 30, 1994, indicating that the grant for the EASE Program will be drawing to an end. I am happy to make comment on my impressions of the program and it's impact on post secondary students.

I have had personal experience with between twelve to eighteen students in the EASE Program and their feedback has been uniformly positive. In many cases, these are students who throughout their educational career were diagnosed as "learning disabled", but for a variety of reasons really had no clear understanding of exactly what the label meant, or how they could accommodate to their own learning style rather than focusing on their learning disability. Through their involvement with the EASE Program, not only did they learn to become more successful students, but also came to have a grater understanding of themselves which enhanced self-esteem and self-reliance. I believe this allowed them to take even greater risks and to achieve greater successes. Unfortunately, for many students with any type of disability whether physical, emotional, or educational, the last thing they want to consider is additional educational training. I believe that the EASE Program has been very successful helping these students to make a smooth transition to post secondary training and to see it's values and rewards. I am also aware that the program has been successful in helping a number of instructors to understand the unique needs of various students, and that accommodations are not simply "slacking off" or lowering standards.

It is my heartfelt hope and assumption that the Arrowhead Community College system will pick up the EASE Program as it exists today as I believe the community college system has a unique role to play in "catching" these students who otherwise would probably not consider venturing on to a four year college.

Thank you very much for your efforts as well as concern on behalf of those students you have served. Please feel free to use this letter as a show of support for the efforts and accomplishments of your program. Please feel free to call on me if I can be of any further assistance whatsoever.

Sincerely,

Joe Caulfield

Joseph B. Caulfield, M.A.
Licensed Psychologist

JCB/kp

Arrowhead Economic Opportunity Agency, Inc.

COMMUNITY ACTION
PEOPLE HELPING PEOPLE

702 - 3rd Avenue South
Virginia, Minnesota 55792-2797
Phone (218) 749-2912

Executive Director, Harlan Tardy

July 6, 1994

Ms. Jane Chilcote
EASE Director
9th Ave. & W. Chestnut
Virginia, MN 55792

Dear Ms. Chilcote:

This letter is written in support of the EASE Project sponsored by the Mesabi Community College. I appreciate the opportunity to voice my support for a program which provides opportunity to disabled students.

The AEOA, also serving a "disadvantaged" population, sees first hand the values and benefits of such a project. Our Adult Basic Education program has made numerous referrals to the project.

I look forward to on-going communications between administrative and line staff of both organizations to maintain our connections to the project. And Joan Krulc, AEOA Lead Teacher, will continue her work as an EASE Project Board member.

Thank you for providing this service to the community.

Sincerely,

Paul Carlson

Paul Carlson, Director
Employment and Training Department

PC/jlw

EQUAL OPPORTUNITY EMPLOYER AND AFFIRMATIVE ACTION AGENCY

MCC Mesabi Community College
To Be The Best!

July 18, 1994

To whom it may concern:

I am writing this letter in support and recognition of the fine work and accomplishments of the EASE Program on Mesabi's campus as well throughout the Arrowhead. As Director of Student Services at Mesabi Community College, I have supervised and worked closely with the EASE Program and its staff. This program has proved to be immensely beneficial in its development and implementation of initiatives to serve Mesabi Community College students with learning and physical disabilities.

Prior to the inception of EASE on Mesabi's campus, I served as the primary service provider in the area of disability services. Mesabi's Student Support Services program was at that time only able to serve students' very basic needs due to its broad focus in working with underserved populations. EASE has worked closely with SSS and other Student Services staff to create an effective and comprehensive plan for student referral, needs assessment, and provision of accommodations and other specialized services.

Through EASE, Mesabi's disabilities services program has been expanded to include support groups, on and off campus internship experiences, coordination with community agencies and employers, training and inservice for faculty and staff, and extensive student advocacy. I feel strongly that these services have greatly contributed to the success of our students with disabilities.

The need for specialized services for students with disabilities has gained clarity and appreciation amongst Mesabi faculty and staff as a result of the efforts of the EASE Program. Mesabi Community College is committed to continue to provide the support and framework for future development and success of our students with disabilities.

Sincerely

Beth Wagner

Beth Wagner
Director of Student Services

9th Avenue & West Chestnut Street, Virginia, Minnesota 55792 218 749-7700
An Equal Opportunity Employer

STUDENT
SUPPORT
SERVICES

July 12, 1994

Letter of Support for the EASE program:

I have worked very closely with the EASE program in a variety of capacities. Not only was I a program assistant for one year, I am currently on the advisory board for EASE, wrote a manual for students with disabilities who are seeking employment, was a presenter for a series of community ADA information workshops, and am continuing to participate in several joint projects with EASE and the Student Support Services Program.

EASE has brought about significant changes on the Mesabi campus. Overall awareness of the needs and abilities of the special population of students served by EASE has been increased among faculty, staff and administration. Numerous processes have been created and nurtured to cement the ties between the office of disabilities and the Student Support Services program. Examples include a support group, job fair, work experiences, accommodations for students, advocating for students with disabilities and the development and dissemination of pertinent information. I believe these initiatives that so clearly benefit students will continue after the EASE program ends through the campus office of disabilities and SSS.

EASE has also made possible the forging of ties with business leaders and agencies in the community. These ties prove invaluable in the delivery of quality information and connections to aid students in the transition from college to employment. Without EASE money it would have been difficult to impossible to develop these ties given the restraints of time and personnel. Once they have been established, however, maintaining these ties will be an achievable goal that the current staff can fulfill.

I am committed to the development and implementation of programs and activities that help increase the likelihood of success for students with disabilities. It has therefore been very satisfying to take part in the EASE project when the benefit to students has been so clearly evidenced. In a small rural community college like Mesabi, money is tight, but the desire to appropriately serve students certainly exists. The EASE program has allowed us the luxury of the time and personnel involvement necessary to develop the structure and connections Mesabi needs to move ahead in our disability programming.

Sincerely,

Jane Parsons

Jane Parsons, M.S.

MESABI
COMMUNITY
COLLEGE

9TH AVENUE/
WEST
CHESTNUT
STREET

VIRGINIA,
MINNESOTA
55792

218-749-7784

MESABI REGIONAL
MEDICAL CENTER

July 13, 1994

Arrowhead Community Colleges
Attn: Ms. Jane Chilcote - EASE Director
Mesabi Community College
9th Ave. & Chestnut
Virginia, MN. 55792

Dear Jane,

I am pleased that I have an opportunity to confirm my involvement with and support of the EASE Project.

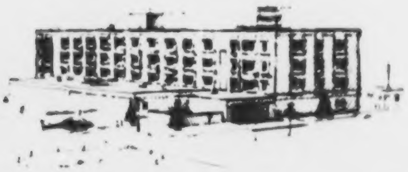
My involvement, as you know, was in the role of co-presenter. The presentations to employer groups took place in numerous communities throughout Northeastern Minnesota. The information about the EASE Project as well as the general information disseminated regarding the A.D.A. was timely and valuable to the target audiences. It is clearly through educational approaches such as you have sponsored, that employer attitudes and behaviors toward the disabled are impacted.

I believe the EASE Project has had tremendous merit and has been expertly administered in this region. Your dedication and expertise in this field is evident and appreciated. I am proud to have been associated with the project.

If you have any questions, please don't hesitate to contact me.

Sincerely,

John A. Parsons, M.S.
Health Promotion Counselor



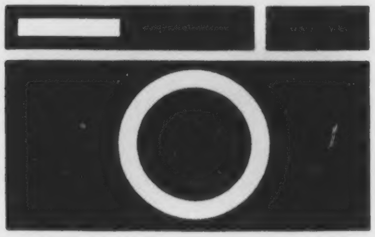
EMPLOYEE
HELP
SYSTEM

750 East 34th Street, Hibbing, Minnesota 55746 (218) 262-4881

1-800-450-4020 • (218) 262-6964

THE EASE PROJECT SNAPSHOT

PROCEDURES & REPLICATION MANUAL



Equal Access for Students to
Education and Experience

Arrowhead Community Colleges
Northeastern Minnesota

U.S. Department of Education
Office of Special Education and Rehabilitative Services
Grant Program

EASE PROJECT

Equal Access for Students to Education and Experience

Arrowhead Community Colleges
Northeastern Minnesota

Jane S. Chilcote
Project Director
Mesabi Community College
1001 Chestnut Street West
Virginia, MN 55792
218-749-7791 or 218-749-7783 V/TDD

This information is available in alternate format upon request

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INTRODUCTION

EASE, an acronym for Equal Access for Students to Education and Experience, was a three-year grant (October 1, 1991 - September 30, 1994) funded by the U.S. Department of Education and Rehabilitative Services. The project provided services to students with disabilities on six of the seven Arrowhead Community Colleges in Northeastern Minnesota. The six colleges are: Duluth Community College, Fond du Lac Community College in Cloquet, Hibbing Community College, Itasca Community College in Grand Rapids, Mesabi Community College in Virginia, and Rainy River Community College in International Falls.

The seven Arrowhead Community Colleges serve learners in a 20,000 square mile service area. The Northeastern Minnesota economy is based on tourism, timber, and taconite. The region served by Arrowhead Community Colleges is sparsely populated with 76% of the population rural. The campuses range from 35-120 miles apart with an average of 100 miles to the nearest four-year college.

The Arrowhead Colleges award three types of associate degrees: Associate in Arts, Associate in Science, and Associate in Applied Science.

Collectively, over the three-year EASE Project, 450-500 students with disabilities were served on the Arrowhead Community College Campuses. The design and implementation of the project provided enhanced coordination and delivery of effective services to students with disabilities through a half-time director on each campus and a half-time Arrowhead Project Director.

The ultimate goals of the program were to improve services to students with disabilities in transition from high school, support in college, and transition to employment. Most services were provided directly to students with disabilities on an individual basis. In addition, the EASE Program expanded inservice opportunities to faculty, staff, employers, community groups, and secondary educators. Improved communication and collaboration with employers, agencies, public schools, faculty, and the community created greater participation and partnerships to enhance student success in college and in employment. Although services to students with disabilities have been provided in the past, this grant allowed a proactive opportunity to expand services and deliver valuable information to our schools and community to a much greater extent.

Each campus is recognized as unique in its identity as a post-secondary institution in the delivery of services, in program offerings, and in the availability of courses. This information is generalized for reporting purposes and not necessarily intended to be identical on all campuses.

In an effort to make this model project as useful and practical to others as possible, the following policies and procedures are identified. We will continue in our commitment to improve and enhance services and educational opportunities to our students with disabilities.

This integrated model has established a network of effective services that collectively contribute to success for students with disabilities in post-secondary education and addresses a comprehensive program that reduces barriers and provides inclusion as a goal. The activities of the program continue also as stepping stones to the improvement and the discovery of greater possibilities for program services, education, and employment opportunities.

See Appendix A for Project Goals, Objectives, Related Activities and Timeline

EASE PROJECT STAFFING

Staffing for the entire EASE Project on the Arrowhead Campuses consisted of the following personnel over the three-year grant period:

Arrowhead Project Director	.50 Time
Campus Director	.50 Time, 5 campuses
Campus Director	1.0 Time, 1 campus
Arrowhead Project Secretary	.25 Time
Campus Secretaries	.25 Time, 5 campuses
Campus Secretary	.50 Time, 1 campus

Arrowhead Project Director and Mesabi Community College Campus Director:

Jane Chilcote

Campus Directors:

Beth Claussen, Itasca Community College
Jeanette Turchi, Duluth Community College
Rachel Hanson, Fond du Lac Community College
Barb Anderson, Hibbing Community College
Carol Grim, Rainy River Community College

Other temporary personnel during the project:

Temporary Academic Project Specialist - Vi Roberts
Materials development for Tutor Resource Manual and monthly Tutor Talk newsletter

Temporary Program Assistants - Jane Parsons, Joan Youngman respectively
Materials development for Answer Book: Job Search Strategies for Students with Disabilities
Dissemination activities: materials publication, national dissemination, development of dissemination, Employers Connection newsletter.

CAMPUS DIRECTOR RESPONSIBILITIES

- Responsible for all campus disability services
- Supervises EASE campus staff, interpreters, workstudy students
- Coordinates activities and communications with other community agencies
- Provides information to students, parents, secondary schools
- Accommodation provision
- Documentation/records/data collection
- Inservice/trainings/information dissemination to campus staff and area employers
- Chairperson of campus EASE Advisory Committee
- ADA information resource, ADA Campus Committee
- Connection with secondary schools
- Employment transition
- Minnesota Community College System involvement
- Adaptive equipment and technology
- Purchases for disability related items
- Student guidance
- Collaboration with Learning Center regarding student needs

EASE PROJECT DIRECTOR RESPONSIBILITIES

- Coordination of EASE Programs on Arrowhead campuses
- Grant fiscal management
- Continuance reports
- Communication of progress with Federal Program and Federal Grant (fiscal) Officers
- Education Department General Administrative Regulations compliance
- EASE Directors' meetings and related correspondence
- EASE Project development
- Annual Grant Reports
- Arrowhead Reports
- EASE Program activities and development
- Supervision of entire EASE staff
- ADA Managers' training
- National and State dissemination of materials for EASE Project as a Model Demonstration Project/Distribution of research information and current practice
- Publications arrangements and dissemination
- Presentation of project - state and national
- Project demonstrated to Illinois Technical Institute
    - Site visit - Illinois Technical Institute
- Formal Project Evaluation - development and reporting

- Project Presentation, Washington, D.C.
- All grant communication with Arrowhead Community College office
- Approve and monitor project expenditures

It was the responsibility of the EASE Director on each campus to provide information to students, secondary schools, employers, the public, faculty, and staff regarding the program and services for individuals with disabilities. The following list identifies the activities conducted on campus and in the community:

- Brochure available on campus and for mailings
- Presentation of the program and available services at student orientation sessions
- Presentations at community organizations such as Kiwanis, Rotary, Elks, Range Mental Health Center, Adult Basic Education, DRS (Department of Rehabilitation Services), Office of Jobs and Training, POHI Directors (Physical and Other Health Impaired), Community Transition Interagency Committees
- Information in student newsletter, posters throughout campus, counselor and faculty referral, group and individual information sessions
- Awareness and information packets sent to counselors and special educators in local secondary schools
- Meetings with community service agencies for sharing information
- Informational mailings to community agencies such as: DRS, Social Services, Range Mental Health, Arrowhead Economic Opportunity Agency, Chamber of Commerce
- Articles and advertising in local newspapers
- Statements of available services in catalogs, brochures, and admissions packages
- Parent workshops and information
- Publications, guides, handbooks, and newsletters
- Campus-wide Disability Awareness contest

DOCUMENTATION

Each student who disclosed a disability had a separate file with verification of the disability. If the student did not have verification, a release of information was signed by the student and sent to the individual, school, or agency where verification was sought (Appendix B). Information was provided by the student in a private, confidential setting. Past history, medical, and educational information was discussed and recorded on an Intake Form (Appendix C). The student was also asked how the disability affected him/her in school. Accommodations for the individual were determined on a case-by-case basis. The following accommodations were available. It is understood that this is not an exhaustive list of the accommodation possibilities:

- SIGN LANGUAGE INTERPRETER
- READER - provided for notes, tests, or any other related material when needed
- NOTETAKER/SCRIBE - Students needed a notetaker for certain classes due to a hearing, vision, learning, mobility, etc. disability. The Director or the student identified another student who was taking the class to voluntarily take notes for the student in need. The notetaker copied his/her notes at no charge and placed them in a notetaker's bin in the secretary's office. It was the student's responsibility to pick up the notes. This allowed for the privacy of the student to seek out the notetaker if there were questions.
- EXTENDED TEST TIME - Students identified in need of extended test time did so in the Learning Center on campus. The instructor was notified about the time extension and place of testing. The instructor brought the test to the Learning Center ahead of the arranged time. After the student took the test, it was returned to the instructor by Learning Center staff or the instructor picked it up.
- RECORDED TEXTS - Students entitled to this service had to be eligible and accepted by the Recording for the Blind or the State Services for the Blind. A one-time application fee was required. Prior to the quarter the class was held, a request was made for the text on tape. It was then sent to the student, for use on a 4-track tape player. State Services for the Blind provided a 4-track tape player for some students. Otherwise, the college provided the player which was checked out to the student and returned when no longer needed.

- PRIORITY REGISTRATION - Students with disabilities requiring advanced arrangements such as taped texts, auxiliary aides, notetakers, interpreters, and balanced course loads were eligible for priority registration. Individual letters were sent to the students notifying them of their eligibility for this service.

- TEST ACCOMMODATIONS - Other appropriate testing accommodations were arranged such as alternate format, enlarged print, taped test, oral exam, and word processing as needed.

- SPECIAL EQUIPMENT/AUXILIARY AIDS - Tape recorders, 4-track players, magnifiers, special computer software, or adaptive equipment, etc. were available as determined appropriate.

- OTHER - Determinations for other accommodations were done on a case-by-case basis.

A discussion was held with the student regarding the accommodations and the responsibilities of the student who received the accommodations. The student signed the accommodation sheet for approval and release (Appendix D). A copy was sent to the instructor when appropriate. A Progress Report sheet was also attached which allowed the instructor to report student progress when necessary (Appendix E). The student was encouraged to talk with instructors in private about his/her needs in the class. Students were also encouraged to seek tutor assistance in the Learning Center. It was recommended that a consistent tutoring schedule be established for the best support.

In addition to the accommodation arrangements, an Individual Education Plan was written by the student and the Director at the beginning of every quarter (Appendix F). This plan identified the recommendations for accommodations, tutoring, individual sessions, employer contacts, faculty and agency contacts, extra trainings, work experience, support group information, and developmental classes. It also reviewed progress and modifications that occurred during the quarter. Student contacts were recorded in the progress notes as they occurred.

Each quarter the students signed a release of information sheet which identified the course and instructor names (Appendix G). It was explained to the student that if necessary, the Director would talk with the instructor about the student's needs with his/her permission.

The student's course registrations and transcripts were included in the student's file.

STUDENT INVOLVEMENT AND TRANSITION

STAR (SUCCESS THROUGH ACHIEVEMENT AND RESOURCES)

This student-orientated group met once a week to discuss or present information important to the success of students with disabilities in college. Notices were sent directly to students in the mail and posted throughout the campus. All students were welcome to attend. The students were asked to identify topics. The facilitators also brought in current topics and issues for students. Topics included: self-advocacy, test-taking strategies, reducing stress and anxiety, study skills, learning Microsoft Works, community resources, disability rights and laws, informational interviews, interviewing techniques, networking job search skills, and many others. Information disseminated in written form was sent to all active students in the EASE Program in order to provide informational resources for them. Students who were active members of this group showed an increase in interpersonal and self-advocacy skills.

EMPLOYMENT SITE VISITS

Employment site visits were arranged to bring students into various areas of employment to enhance awareness of career opportunities. Many students were unaware of the possibilities and this activity allowed them to discover a larger pool of career exploration.

Scheduled employment site visits for students included: YMCA, Virginia Regional Medical Center, Norwest Bank, Mesabi Daily News, and the Public Library.

PUBLIC SCHOOL VISITS

EASE students visited local elementary schools for question/answer sessions regarding cultural diversity.

TRANSITION TO EMPLOYMENT

One of the objectives for the EASE Program was to assist students in their transition to employment.

Many activities, courses, workshops, and community networks contributed to the advancement of this objective. Each campus offered several courses on Career Exploration and Job Search Skills. Students who enrolled in Job Search Skills met with employers several times in class regarding skills, resume writing, and interview techniques. Students were encouraged to practice interviewing skills with employers in this class. Students also received instruction and tips through individual and small group sessions. Students discussed and received a copy of The Answer Book: Job Search Strategies for Students with Disabilities. This manual was developed as a resource for students and as a teaching curriculum in its entirety or with specific units and was intended to be a continuing resource for students as they moved through their education and career life.

Other workshops, seminars and career fairs were also conducted throughout the project. A panel of area employers discussed employment issues, expectations, hiring tips, qualifications, and educational advice each quarter (Appendix H).

Appendix I is an example of an employment fair which was called Uniting Education and Employment Day. All students were invited to attend this fair where employers were asked questions relating to job opportunities, training, and qualifications and educational requirements to facilitate students' marketability. Fairs such as these will be continued several times a year to provide opportunities for student/employer contacts. (See Appendix J for the Uniting Education and Employment Day news release).

The development of an employer connection network is of primary importance to the successful employment of students with disabilities. Many steps were taken to advance the awareness and involvement of employers. The Chambers of Commerce in each community received a newsletter, Employers Connection which was distributed to their members. It provided information on disability awareness, workplace accommodation, ADA, resources, training, funding sources, etc. The newsletter also asked employers to participate by providing work experience, job shadowing experiences, informational interviews, and mentorships.

Employer workshops called Targeting Ability were presented in each community. The workshops focused on the employment of persons with disabilities. Various topics and issues were discussed such as ADA, workplace accommodations, access, disability awareness, hiring, interviewing, job analysis, and tax incentives. Approximately 90-100 employers attended these workshops where resource and information packets were distributed. These workshops were developed and presented collaboratively with Northeast Center for Independent Living, Mesabi Regional Medical Center, and the Arrowhead Community Colleges. Follow-up resources such as the Employers' Handbook for Workplace Accommodations for Employees with Disabilities was sent to all participants. In addition, 60 resource/information mailings were sent to employers in adjacent Koochiching County through a cooperative project with GLDBTAC (Great Lakes Disability and Business Technical Assistance Center).

As stated in the proposal, employer agreements were sought to facilitate communication and collaboration with employers. This contact opened information sharing, disability awareness, program networking, and eased effective job placements (Appendix K provides several samples to initiate a connection with employers).

Students also had access to fully equipped Career Centers where information on careers was available through texts and the computer program, Discover. Job opportunities, generated from Career Center personnel, were listed in the weekly Student News Bulletin.

Students had several options regarding **work experience**. These options differed from campus to campus depending on existing programs and policies (Appendix L).

TRANSFER ASSISTANCE

Another objective of the EASE Program was to provide students with transition assistance to four-year institutions. Students who needed transfer assistance met with a transfer specialist counselor on campus. The counselor served as their academic advisor as well. Additional contacts to the transfer institution by the EASE Director provided further assistance in a smooth transition process and continued support. Information and records were sent and discussed with the student's permission. The direct communication link between the student and the transfer institution enabled an immediate provision of needed services as the student moved on in higher education.

STUDENT SUPPORT SERVICES (SSS)

Students served by the EASE Program were also eligible for the Student Support Services Program which is a federally funded TRIO Program in place on all Arrowhead College campuses. SSS's mission is to serve high-risk populations (first generation, low income, or students who have disabilities). This program offers a variety of academic, career, and personal support to students. A variety of field trips, courses, and special workshops are available on topics such as cultural diversity, self-esteem, assertiveness, reducing stress and anxiety, math and science anxiety, stepfamilies, and success in college.

Referrals were made readily from the SSS Counselors and Advisors which was often the first place disclosure of a disability occurred. This allowed for an effective team approach to the development of appropriate individual services.

Two free classes which are held regularly on each campus are College Survival Seminar for incoming first-year college students (two credits) and Personal Adjustment and Transition (three credits).

The College Survival Seminar is geared to introducing students to college life and expectations through hands-on computer experiences, class sessions with Study Skills and English instructors in addition to information on library resources and financial aid. Time management and career and academic planning are also a major portion of the course load.

The Personal Adjustment and Transition class is designed to promote personal adjustment as well as effective and successful transition to college life. Student capabilities and self-worth are stressed along with assertiveness training, problem solving, anger management, coping skills, and time and stress management. Communication strategies, support systems, and strategies for effective relationships are also explored.

SERVICES TO INDIAN PEOPLE PROGRAM (STIPP)

The Services to Indian People Program provides a support system for Indian students through counseling, work opportunities, social activities, transportation, and other concerns. The EASE Program worked collaboratively with the STIPP Director to insure success for students participating in both programs.

LEARNING CENTER

The EASE Directors worked closely with the campus Learning Center staff and many referrals were made between the Learning Center and the EASE Program. Accommodations such as extended test time, readers, and a separate testing site were delivered in the Learning Center. Tutors were also available for assistance and skill strengthening free of charge. They offered assistance for individual classes, basic skills, supplemental instruction, reinforcement, test preparation, proofreading, technology instruction, etc. Housed in the Learning Center are computers with special programs and adaptive equipment such as screen reader, text magnification, voice input, word prediction, etc. all available for student use. Demonstrations and instruction on these computers were available as well.

Trainings for tutors were conducted collaboratively with the Learning Center staff.

PUBLICATIONS

The following publications were produced during the duration of the EASE Program and available upon request from the EASE Office, Arrowhead Community Colleges, 1001 Chestnut Street West, Virginia, MN 55792. These publications were developed to enhance students' success and are intended for copying and distribution without written permission.

- **THE ANSWER BOOK: JOB SEARCH STRATEGIES FOR STUDENTS WITH DISABILITIES**
  by Jane Parsons

  Offers students with disabilities a reference for information in seeking and keeping employment. It can be used as an entire curriculum or by the topic. The three-ring format makes it easy for copying and for expansion of specific resources.

- **EMPLOYERS HANDBOOK FOR WORKPLACE ACCOMMODATIONS FOR EMPLOYEES WITH DISABILITIES**
  by Jane Chilcote and Joan Youngman

  Provides the employer with suggestions for reasonable and effective accommodations, modifications, and adaptations for various disabilities.

- **TUTOR RESOURCE MANUAL: OPENING DOORS TO LEARNING**
  by Vi Roberts

  Offers tutors a resource for information, current practices, learning strategies, laws, guidelines, and suggestions in the successful tutoring of students with disabilities.

- **RESOURCE GUIDE - STUDENTS WITH DISABILITIES**
  by Jeanette Turchi

  Provides faculty and staff with information, suggestions, and strategies that benefit students with disabilities in post-secondary education.

- **COLLEGE SUCCESS: A HANDBOOK FOR STUDENTS WITH DISABILITIES**
  by Jeanette Turchi

  Provides students with specific campus information to assist them in achieving success while in college.

- **TUTOR TALK**
  by Vi Roberts

  This monthly newsletter is generated from the Learning Center. It is for community college tutors which includes information on disabilities, tutoring strategies, current research and suggestions for working with students with disabilities.

- **EASE EXTRA**
  by Rachel Hanson

  A bi-monthly newsletter for students, faculty, administrators, and staff with information on the EASE Program, current information updates, disability issues, laws, and individual campus news.

- **EMPLOYERS CONNECTION**
  by Jane Parsons, Jane Chilcote, Joan Youngman

  A monthly newsletter which focuses on information to employers regarding workplace accommodations and resources. It was sent to area Chamber of Commerce personnel for inclusion in their monthly newsletter to businesses.

- **TRANSITION NEWS**
  by Jane Chilcote

  A periodic article contribution to area secondary school newsletters which offers information on transition to post-secondary institutions for education professionals covering awareness issues.

- **THE EASE PROJECT SNAPSHOT**
  by the EASE Project Personnel

  A Procedures & Replication Manual

WORKSHOPS PRESENTED

THE FOLLOWING WORKSHOPS WERE PRESENTED DURING THE THREE-YEAR EASE PROGRAM:

- **Targeting Ability** - An employers' workshop presented to five communities
- **GLDBTAC** - Great Lakes Disability and Business Technical Assistance Center An outreach project - Dissemination of Targeting Ability Workshop materials to Koochiching County personnel
- **Faculty Workshops:**
  - Working with Students with Disabilities in Post-Secondary Education
  - Learning Styles and Learning Disabilities
  - Psychological Disabilities
  - Working with Interpreters
  - Hand-in-Hand Theater
  - Deaf Students and Culture
  - Campus Services to Students with Disabilities
- **Uniting Education and Employment Day**
- **Learning Center Open House and Demonstration of Adaptive Technology and Resources**
- **Transition Workshop for Students, Parents, and Professionals**
- **Campus Tutor Trainings:**
  - Opening Doors to Learning: Tutoring Students with Disabilities
  - Software programs and adaptive technology for students with disabilities
  - Natural Learning Process
- **Community Transition Interagency Committee:**
  - Self-Advocacy
  - Life After High School
  - Transition to Post-Secondary Education
- **Presentations to Community Organizations regarding the EASE Program**
- **EASE Project Workshop - New Mexico State Department of Education**

Informal dissemination of information was made available to faculty and staff through several avenues. Direct mailings of articles, materials and resources were conducted. In addition, memos and articles were presented in the campus weekly newsletters. The EASE Extra Newsletter was also distributed periodically to disseminate additional project information. The following includes an abbreviated list as examples:

Disability Services on Campus
Syllabus Disability Statements
Recognition of Learning Disabilities
Testing Students with Learning Disabilities
Faculty Guide - Techniques for teaching students with disabilities
Referral Forms
ADA and 504 Overview
Various informational articles on current issues and topics

DISSEMINATION PLAN

The EASE Program produced various publications and newsletters during its three-year existence. As identified in the Federal Priority, project findings and products were disseminated to, and used for the benefit of target groups. Contribution to current practice and information sharing was provided through dissemination packets.

Approximately 100 dissemination packets containing the following items were mailed to local, state, and national audiences:

- EASE Program Informational Brochure
- EASE Program Brochure with order form for publications
- EASE Program Employer Connection Brochure
- Dissemination Packet Response Survey
- Overview of the EASE Project which listed the Arrowhead Community Colleges, Activities and Services, and Publications
- Work Experience Process/Procedure for EASE Participants which included Placement Agreements, a Performance Evaluation form, and an Exit Interview with Student form
- Tutor Talk - a sample copy of the monthly newsletter
- STAR Success Group - a sample copy of a weekly poster
- Transition News - a sample copy
- Employer's Tips: A Compilation of Your Responses - A copy of responses received from employers in response to an EASE survey
- Employers Connection - a sample copy of the monthly newsletter
- EASE EXTRA - a sample copy of the bi-monthly newsletter
- Employers' Handbook for Workplace Accommodations for Employees with Disabilities
- Tutor Resource Manual: Opening Doors to Learning
- Students with Disabilities: A Resource Guide for Faculty and Staff
- The Answer Book: Job Search Strategies for Students with Disabilities
- College Success: A Handbook for Students with Disabilities
- The EASE Project Snapshot - Procedures/Replication Manual (as requested)

In the spirit of the EASE Program all materials that would benefit other programs were sent to provide additional resources for other institutions.

The following community agencies, schools, and institutions, requested and received the EASE dissemination materials:

LOCAL AUDIENCES

- Local Community Secondary Schools
- Chamber of Commerce
- Advisory Committee Members
- Community College Administration, Counselors, Faculty, Staff
- EASE Project Students
- Community Public Libraries
- Department of Rehabilitative Services
- Mental Health Centers
- Area Employers
- Community Transition Interagency Committee
- Community College Tutors/Learning Center
- Job Service
- Center for Independent Living
- Jobs Training Partnership Act Offices

MINNESOTA AUDIENCES

- Minnesota Community College System
- Higher Education Consortium on Learning Disabilities (HECLD)
- Minnesota Community Colleges Disability Offices
- Minnesota State Department of Education Transition Services
- Parent Advocacy Coalition for Educational Rights (PACER)
- Learning Disabilities of Minnesota (LDM)

NATIONAL AUDIENCES

- Linkages
- National Institute for Staff and Organizational Development (NISOD)
- Transition Research Institute, University of Illinois
- Project Directors' Annual Meeting, Washington, D.C. April, 1994
- Association on Higher Education and Disability (AHEAD) National Conference, Columbus, Ohio, 1994
- HEATH Resource Center
- National Information Center for Children and Youth with Disabilities
- Community and Technical Colleges, Universities, State Departments of Education, Disability Agencies

OFF-CAMPUS RESOURCES

The EASE Program Directors networked with the following agencies for the purpose of connecting students to needed off-campus services:

- Center for Independent Living
- RSVP (Retired Seniors Volunteer Program)
- DRS (Department of Rehabilitative Services)
- CTIC (Community Transition Interagency Committee)
- JTPA (Jobs and Training Partnership Act)
- Range Mental Health
- Social Services
- Social Security Administration
- AEOA (Arrowhead Economic Opportunity Agency)/ABE Program (Adult Basic Education)
- Lutheran Social Services
- State Services for the Blind
- Interpreter Referral Service
- Independent School Districts
- Sexual Assault Services
- Counseling Centers
- Recording for the Blind
- Community Chamber of Commerce
- Project Invest (Technical Assistance for Transition)
- Special Education Cooperatives
- Epilepsy League
- Human Development Center
- Public Library STAR (A System of Technology to Achieve Results) Program
- Technical Colleges
- University of Minnesota, Duluth
- The Northern Bridge - Disability Service Providers
- University of Wisconsin, Superior
- Learning Disabilities of Minnesota
- The College of St. Scholastica

CAMPUS TEAMS AND COMMITTEES

A successful program requires support from faculty and staff. The EASE Program had an excellent support system on each campus which included:

- **EASE Advisory Committee**

  Each campus developed an Advisory Committee which met on a quarterly basis and was chaired by the EASE Campus Director. The Advisory Committees in each of the six communities may have included students, employers, Department of Rehabilitative Services staff, college faculty, secondary faculty and counselors, Chamber of Commerce representatives, adult basic educators, rehabilitation directors, placement officers, student services staff, school psychologists and human resource managers.

  The advisory groups provided advice and guidance to the campus directors and administrators. They reviewed and evaluated program materials and activities. The advisory members contributed to the development of effective services, workshops, and work experience networks. These groups became increasingly aware of available services and became valuable advocates and spokespersons for the program.

  Recommendations for continuance after federal funding ended and the expansion of activities and services were received from the advisory members. A sincere appreciation and thank you is extended to all advisory members for their time, efforts, and contributions.

- **Campus Resource Team**

  Each Campus Resource Team which included faculty, staff, student representatives, Learning Center Coordinators, counselors, and student program directors met to discuss issues, policies, and recommendations for improved educational opportunities for student success. The committee provided feedback, collaboration on joint projects, and development of future activities.

- **ADA Team**

  This team was instrumental in promoting awareness of needed accessibility accommodations on campus. The ADA Team developed and implemented a self-evaluation and transition plan. The ADA Teams typically included the EASE Director, Maintenance Supervisor, Director of Fiscal Operations, students, and administrators. This group investigated and discussed structural alterations and planned for implementation.

SECONDARY SCHOOL ACTIVITIES

Transitioning from secondary schools to post-secondary education involves outreach by college personnel. The EASE Program initiated and/or participated in communication with secondary schools using a variety of methods as follows:

- Rocketing Into the Future - A transition workshop involving secondary school students and personnel, college personnel, and outside agencies arranged and developed by area CTIC's (Community Transition Interagency Committee)
- Transition News - A newsletter sent to secondary school personnel identifying information on transition to post-secondary education for students with disabilities
- Information packets mailed to area secondary school counselors/LD instructors on services for students with disabilities in college
- On campus visits offered to area secondary school personnel and students
- EASE resources made available for check-out to high school personnel
- CTIC - College Transition Interagency Committee functions to assist students in transition to post-secondary institutions, employment, and independent living
- Availability of EASE personnel for High School Transition Team meetings upon request
- Requests for information from high schools to assist in smooth and effective transition from high school

PARENTS

Delivering information on disability services in post-secondary education to parents and spouses provided a critical link for some students. It is, however, a challenging one. The positive support of a knowledgeable family member can assist in offering direction, guidance, and encouragement.

As adults, though, confidentiality and privacy must be preserved and respected. This mix of factors dictates certain parameters for delivering information to parents, spouses, and family members. The development of several delivery systems has been pursued as follows:

- Information to secondary school educators, instructors, special education cooperative administrators to send or present to parents
- Orientation sessions to include parents and others to become familiar with services available
- Parent workshops - Transition for Success in College
- Direct delivery of information by phone or meeting on services
- Parental involvement with student's consent

EVALUATION METHODS

The evaluation plan included the continuous review of program services and activities to measure program effectiveness. Data was collected on individual campuses, compiled, and reported annually.

METHODS

- Individual data base file - records student participation in program objectives and activities
- Assess student satisfaction / request suggestions (Appendix M)
- Document student plan and methods for success - Transition Team Report, Individual Education Plan, Progress Notes and Review, and Course Progress Reports
- Assess faculty needs, satisfaction (Appendix N)
- Communication with faculty
- Feedback on dissemination materials (Appendix O)
- Student Follow-up Survey (Appendix P)
- Workshop evaluations
- Testimonials

BARRIERS TO IMPLEMENTATION

- **Disclosure of Disability/Participation in Program**

  Some students continue to exit college rather than seek assistance/support.

- **Lack of Requests to be a Participant in High School Transition Team**

  Transition Team development needs to continue to increase communication and collaboration with High School educators.

- **Student Work Experience Participation**

  Many students have found it difficult to add a work experience to their academic load and family commitments due to lack of time. Often short-term arrangements such as shadowing experiences were preferred.

- **Employer Interest**

  Employers were concerned about personnel costs such as wages, workman's compensation in establishing a work experience arrangement. There were also restrictions due to unions and staff lay-off. Some employers did not feel they had the time required to work out a work experience plan.

- **No Credit Available for Work Experience**

  Students need to be able to earn college credit for time spent in an internship or work experience. This curriculum issue continues to be a priority for further development.

- **Assessment Options**

  Our community colleges do not provide evaluations to determine a learning disability. Students frequently do not have insurance coverage or personal funds to cover the costs. DRS authorized evaluations are limited due to recent eligibility guidelines.

- **Comprehensive Nature of Project/Additional Staff Needed**

  Multiple components of the EASE Project and limited staff left inadequate time available to invest time needed in several areas. An additional employment project coordinator was needed to address related objectives.

RECOMMENDATIONS

The length of the project should be extended to five years to allow adequate time to develop, modify, follow-up and establish the program. It would provide for greater effectiveness and ability to see long-term effect. The collaboration and communications systems would be deeply entrenched and insure continuance.

The funding should be available to pay for work experience which would include workman's compensation and social security costs. Many times the employer would be happy to provide a work experience but could not contribute the added costs.

The focus of the EASE grant should be narrowed. The EASE grant was too comprehensive to concentrate thoroughly on so many areas in six communities with half-time directors. The program objectives included transition into college, services in college and employment. Collectively the program was extremely ambitious. Development of the employment section, for example, requires increased time for greater detail and expansion of effective programming by providing more staff.

Our experiences through the EASE Project and our continued campus discussions have led us to the next step in the further development of work experience options for students. Currently, our colleges offer internship credit in occupational programs. We are working on making this available to students in all majors. A student will take college credit for a work experience placement within his/her education and career focus. Under a faculty supervisor, the student will work for a designated number of hours for elective credit. The employer, supervisor, and student will meet and communicate on duties, responsibilities, and evaluation. This option will provide students with direct experience in their major career field.

SUMMARY OF PROJECT EFFECTIVENESS

The EASE Project was highly effective in meeting the goals and objectives of the proposal. The priority of meeting students needs was the driving factor in program development. This priority remained number one throughout the project.

The EASE Project served over 500 students with disabilities during the three-year period. It expanded disability services on the campuses extensively and in the participating communities. Knowledge and awareness on disabilities for students, faculty, staff, secondary school educators, administration, parents, service providers, and employers has been heightened and positively advanced. The network established in each community as well as across the region has maximized the ability to provide comprehensive, continuous and effective services that make a difference in the success of our students with disabilities.

Selected comments from students in our follow-up survey:

"I have only attended three quarters at FDLCC but if I have a success story at all, it would have to do with the tutoring I received for algebra through the CAA and the EASE Program. I was totally lost and without the help of a tutor I probably would have failed. She not only helped me figure out how to do algebra, but she made me believe in myself. When I thought that I was dumb and couldn't do it, she showed me how to do it and proved to me that I was anything but dumb. She made me feel a lot better about myself which I think is a big reason that I was able to finish 36 credits and stay on the 'B' honor roll. Thank you to my tutor and to all involved with the EASE Program."

"The EASE Program helped me very much since I have a learning disability. If it wasn't for this great program, I wouldn't have made it through college as well as I did and that's a fact!"

"I would like the Department of Education to know that without these programs there would be a certain part of our population that would be without the benefit of education. Education is an important part of life. I would also like to thank them for the opportunities they provide."

"The EASE Program helped find a disability and deal with teachers - support."

"The EASE Program reduced my anxiety due to study skills workshops."

"The College Success Story for Me -- It started in the fall quarter when after I studied I bombed the first history test. I talked to the EASE Director about that test to see what I could do to make an adjustment. I did better after that test which led to a "C" in History and a GPA of 2.07. The winter quarter saw an increase in my GPA to a 3.0 -- and being named to the Dean's List with straight B's in my classes. Spring quarter I am doing well in my classes with finals yet to come."

"The program helped me to understand my rights with respect to my disability out in the job market. Learning about ADA was beneficial to me and my children."

"They taught me that just because a person has a disability doesn't mean he/she can't get an education."

"The EASE Program gave me the support and information needed to learn in school and helped me gain a better perspective on my learning skills, and my weak and strong points, and what I need to work on."

"I would like to say that my experience of two years at MCC has been a positive one from the very first day I set foot in the door. The counselors, and for that matter everyone I dealt with were always helpful, willing and kind. It is hard to explain how beneficial they all were to me. The people I worked with were always pleasant, helpful and always had a word of encouragement. Also, when needed they would seek out whatever help they might be able to provide. The EASE Program and the SSS Program along with the Library, Learning Center, Tutors, and Teachers were invaluable. MCC is a very well organized, productive, and beneficial part of the community. I truly can't say enough about them."

"I started attending Mesabi Community College in the fall of 1990. I decided to pursue a Human Services degree. But, I was unsure about it because I had a learning disability. I spoke with a counselor who told me about the EASE Program and I met the director and she told me what services I could receive to succeed in college. I had tutors, notetakers, extended time on tests, a reader for tests, and taped texts. I also had a shadowing experience in which I volunteered at the MCC Y-Wee Day Care Center. It was an enjoyable learning experience. I also joined a support group called STAR. It helped by showing us how to look for jobs after we graduated from college. We had speakers and we also toured different facilities like Norwest Bank, etc. The entire staff at MCC went out of their way to help me achieve my goals and graduate from college. Now, I have a job in the area I chose. I am very happy for attending MCC!"

"The EASE Program people helped so much towards helping me get through school quarter after quarter."

"Without extended test time I would not have a 4.0 GPA which has given me a lot of confidence in my own capabilities. It is the first time I have had my ability measured accurately. I began college after a 22 year absence from school and enrolled in a summer college writing course. I wrote a thesis on growing up with undiagnosed learning disabilities. I was put in contact with the EASE Program as a result. Upon my first fall quarter mid-term test, I had 5 uncompleted pages of questions to answer in the 50 minute test time. I had extended test time, and I know without that I would have failed. I owe my success to the accommodations of the EASE Program where my abilities, not my disabilities, are tested."

"I probably would have dropped from college if the EASE Program wasn't there. In November, 1994 I will be receiving a BA degree at UMD."

CONTINUANCE

The Arrowhead Community Colleges are dedicated and committed to the success of all students accessing education. Due to the successful impact of the EASE Program, continued delivery of high quality services to students with disabilities in college and within the community will occur. Each of the EASE Directors will remain on campus with institutional funding. In addition, the Arrowhead College EASE Directors are active participants in a newly-developed group of Northeastern Minnesota disability service providers. This group, called the Northern Bridge, consists of University, Community and Technical College Disability Directors, Department of Rehabilitation Counselors, and others. Its purpose is to communicate, collaborate, and find solutions to barriers affecting success for individuals with disabilities. This is a valuable connection for our rural area.

The EASE Project has had a significant impact on services to students with disabilities in our Arrowhead Community Colleges. It has enhanced, expanded and improved information and services to students, employers, high school educators, and college educators throughout our communities, region and state. The EASE Project has offered assistance and dissemination to many schools and agencies nationally. We believe it has made a contribution to the advancement of disability services and access to education. We will continue to share our project, materials and assistance upon request.

APPENDICES

APPENDIX A

PROJECT ACTIVITIES
PERSONS RESPONSIBLE AND REVISED TIMELINE

Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
First Priority Develop Inservice training and orientation programs for faculty, staff, and career placement personnel.	1. At least 350 high school students and adults who have varied disabilities will have a successful transition into college as measured by their enrollment as a college student.	a. 350 students in transition will be supported by a transition team.	a. Campus Directors High School Staff Agency Staff	Sept., 1994 Then one quarter prior to enroll.
		b. 350 students will be oriented to college in a transition course or session.	b. Campus Director/ Student Support Staff	August, 1994
		c. 350 students will have their needs assessed.	c. Campus Directors	August, 1994
		d. 350 students will have their course adaptation needs assessed.	d. Campus Directors	August, 1994
		e. 350 students will have an individual curriculum plan.	e. Faculty, Staff -- guidance of Campus and Project Directors	September, 1994
		f. 350 students will strengthen their interpersonal and advocacy skills.	f. Campus Director and Student Support Service Directors (SSS)	September, 1994
		g. 100% of faculty and staff will be trained to understand program participant needs.	g. Project and Campus Directors	June, 1992
		h. 100% of parents will have access to information on the EASE Program and participation when requested.	h. Campus Directors	August, 1993
		i. 100% of enrolled participants who are eligible will have financial aid.		August, 1992

*Underlined emphasize activities directly related to the funding priority.

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Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
Second Priority Obtain the involvement of employers by placement officers in campus-based career programs.	2. 90% of all enrolled students will persist as college students and will have a 2.0 GPA until they meet their stated goals.	a. 100% of students will have the opportunity to participate in a career exploration course, workshop, or group which involves employers and local officials and Chamber members as guest speakers and as "shadowed" personnel.	a. College Faculty with Coordination of Campus Directors	October, 1994
		b. 100% of identified students will be addressed in a team planning effort by college staff.	b. Campus Directors, Student Service Directors, All Student Support Staff and Vice President at Umbrella Meeting	June and On-going, 1993
		c. 100% of faculty and staff will participate in an on-going in-service training.	c. Campus Directors	On-going
		d. 80% of students who need to be assisted by a tutor will be assisted.	d. Campus Directors and SSS Staff	October, 1992 and On-going
		e. 100% of students will be offered the opportunity to participate in support groups and receive support information through direct participation in a group, individual session, or mailings. 75% of students will participate in a support group or individual support session.	e. Campus Directors and/or SSS Staff	March, 1992
		f. 70% of all students who demonstrate a need as identified on the CAPP testing will have enrolled in developmental courses.	f. Campus Counselors	September, 1992

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Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
Third Priority Increase placement percentages for students with disabilities by formal memoranda of agreement.	3. 80% of all participants enrolled in college will be placed in jobs related to their education program or will transfer to four-year institutions.	a. 100% of participants will receive on-going guidance and 20% will receive support to leave the program.	a. Campus Directors and SSS Staff	September, 1992 and On-going
		b. 80% of participants will learn job seeking skills.	b. College Counselor with Campus Directors	December, 1994 and 2nd year for each student
		c. 20% of participants are expected to be actively seeking jobs. These students will be supported in their effort by job seeking informational mailings and individual job seeking sessions upon request.	c. Campus Directors	June, 1994 and On-going
		d. 100 employers will attend training sessions to learn how to make jobs accessible to participants.	d. Project and Campus Directors	March, 1994 and On-going
		e. 40% of graduates will experience a positive transition to four-year institutions.	e. Student Support Service Staff and Campus Directors	May, 1994 and On-going
		f. 40% of graduates will be placed in jobs.	f. Campus and Project Directors	May, 1994 and On-going
		g. 50 Placement Officers and Employers will sign a formal agreement to place program participants.	g. Campus Directors	March, 1994
		h. 50 employers, placement personnel, PIC Members, DRS Staff and Chamber Representatives will serve on Advisory Committees.		September, 1992

Funding Priority of CFDA 84.078	Related ACCR Program Objective	Related Activities to Implement Each Objective	Person Responsible	Timeline for Implementation
Fourth Priority Enhance career experiences of student with disabilities by facilitating opportunities for work experiences.	4. 100% of students who desire to participate and meet eligibility guidelines will have a work study opportunity, a cooperative education experience, or an internship		a. Program Faculty Coordination of the Campus Directors	September, 1993 and 2nd year for all students
Fifth Priority Provide technical assistance and information on program/work accessibility and accommodations to administrators, faculty, and staff of post-secondary education programs.	5. Disseminate information to appropriate clearinghouse and technical assistance organizations.	a. State, local, regional, and national workshop	a. Project Director Campus Director	September, 1994
		b. Course Outline Sharing	b. Project and Campus Directors	September, 1994
		c. Press Release	c. PI Person	September, 1994
		d. Brochure	d. PI Person	September, 1994

APPENDIX B

EQUAL ACCESS FOR STUDENTS TO
EDUCATION AND EXPERIENCE (EASE) PROGRAM
Mesabi Community College
9th Avenue & West Chestnut Street
Virginia, MN 55792
(218) 749-7791

CONSENT FOR THE RELEASE OF CONFIDENTIAL INFORMATION

I, ______________________________ do hereby consent to and authorize the Equal Access for Students to Education and Experience (EASE) Program at Mesabi Community College

to disclose to ______________________________

and/or ______________________________

obtain from ______________________________

____

the following information ______________________________

____
(specify the extent or nature of information to be disclosed)

The purpose or need for such disclosure is ______________________

____
(e.g., evaluation, planning, treatment, follow along)

I understand that this consent to disclose may be revoked in writing by me at any time except to the extent that action has been taken in reliance thereon. This consent expires on ______________________

____
(specify date, event, or condition upon which it will expire)

DATE: ______________________________

Client Signature: ______________________________

Staff Signature: ______________________________

INTAKE FORM
EASE PROGRAM

Name ______________________ Today's Date ____________

Address ____

Phone ______________________ Student # ____________

Social Security # ______________ Date of Birth ____________

Do you or will you receive Financial Aid? ________ Yes ________ No

Counselor ____

Date You Started College ______________________________

Disability ____

Age of onset or when disability was known ____________________

Where was disability verified? __________________________

Do you have any limitations due to the disability?

Do you have a counselor or contact outside of college? (DRS, State Services for the Blind, private source)?

Former school experiences (HS, GED, post-secondary):

Do you have any medical concerns or are you taking medication which might affect your attendance or performance at college?

Have you missed school or classes because of your disability? Approximately how many days have you missed during your last year in school?

What is your educational goal?

Will you be employed while in school? If so, how many hours a week will you be employed?

Have you taken any small group courses, study skills courses, or specialized courses?

Which courses were easy for you or did you like? What made these courses interesting? What grades did you get in the courses?

Course: Interest: Grade:

Which courses were difficult for you or didn't you like? Why didn't you care for these courses? What grades did you get in the courses?

Course: Reason didn't like: Grade:

Describe the math courses you have taken (fractions, decimals, percents, etc):

Is writing papers and reports easy for you? What part is easy (ie-spelling, vocabulary, etc.)? If spelling is difficult, how do you handle this difficulty?

How would you rate your ability to pay attention in class? Do you remember what you read? What do you do to get the most out of your classes?

What kinds of assistance have you used (interpreter, taped text, test assistance, proofreading, etc.) in high school or previous school? (Staff member will explain various types of accommodations or services that the student may have used.) How frequently did you receive services?

What assistance did you have before high school?

What are your strengths and weaknesses in school?

Strengths: **Weaknesses:**

What services do you think you may need?

APPENDIX D

DATE: ____________________

TO: ____________________

FROM: JANE CHILCOTE, EASE DIRECTOR/OFFICE OF DISABILITIES
OFFICE A-1, EXT. 791

RE: CLASSROOM ACCOMMODATIONS

It has been verified that ______________________________ who is in your ______________________________ class has a disability and is in need of the following accommodation(s).

- ________ Taped textbooks
- ________ Readers
- ________ Scribe
- ________ Notetaker modifications ______________________________
- ________ Computer facilities
- ________ Test modifications
  - Extended time ____________
  - Separate place ____________
  - Different forms ____________
  - Readers ____________
  - Scribe ____________
  - Oral exam (or taped answers) ____________
  - Use of aids (calculator, dictionary, etc.) ____________
- ________ Other ______________________________

Please remember this information is confidential and should be filed accordingly. If you have any questions, feel free to talk with the student or contact me. Thank you for your cooperation.

Student's Signature ______________________________

EASE Staff Signature ______________________________

STUDENT PROGRESS REPORT
EASE PROGRAM
SERVICES FOR STUDENTS WITH DISABILITIES

Instructor: Please use this form to report the progress of a student who receives an accommodation in your class. Send form to Jane Chilcote, Mesabi EASE Director, Office A-1, ext. 791. Thank you.

Date:

Instructor:

Class:

Student's Name:

Is the student's progress in your class satisfactory?

Do the accommodations the student receives appear effective?

Do you feel the accommodations are not working effectively for this student? Why or why not?

Is the student having difficulty in your class? Please specify.

INDIVIDUAL EDUCATION PLAN

STUDENT NAME ____________ **ID#** ____________ **QUARTER**

ADDRESS ____________ **PHONE** ____________

VERIFICATION RECEIVED ____________

GOALS:

____ Career ____________

____ AA ____ AAS

____ Program

____ Transfer to ____________

____

____ Other ____________

____

____

____

RECOMMENDATIONS/COMMENTS

PLAN:	COMPLETION	ON-GOING
____ Reading	____	____
____ English	____	____
____ Math	____	____
____ Transition to College	____	____
____ How To Study	____	____
____ Tutor ____________	____	____
____________		
____________		
____________		
____ Computer Skills ____________	____	____
____ Other Course Needs ____________	____	____
____________		
____________		
____ Tape Text	____	____
____ Notetaker ____________	____	____
____ Interpreter	____	____
____ Special Seating		
____ Test Accommodations ____________	____	____
____________		
____________		
____ Meet regularly with OSD/SSS	____	____
____ Career Guidance	____	____
____ Work Experience	____	____
____ Other ____________	____	____

APPENDIX F

STUDENT'S SIGNATURE ____________ **AUTHORIZED SIGNATURE**

QUARTERLY PERIODIC REVIEW

DATES	CONTINUE AS PLANNED	MODIFICATION

RELEASE OF INFORMATION

FOR ________________ QUARTER ________ YEAR

I give the EASE Program at Mesabi Community College permission to disclose pertinent information regarding my disability to the MCC personnel listed below. The purpose of this disclosure would be to provide MCC personnel with the relevant information regarding my learning needs to insure that I receive the best possible assistance and services.

________________	______________________________
Date	Student's Signature

NAMES:	**COURSE:**
EASE Program Staff	
Student Support Services Staff	

"EMPLOYERS' TIPS"

A Compilation of Your Responses:

1. **Briefly describe your job including your job title.**

   Those responding included:
   Director of Human Resources, Township Clerk, Director of Day Care Center, Administrative Secretary, Staff Supervisor, Chief Financial Officer, YMCA Exec. Director, Bank Vice President, Manufacturing Assoc. Manager,
   Personnel Manager (2), Administrative Specialist III.

2. **What are the three most important skills needed to perform your job well?**

   Skills in order of top responses included:
   - Written and oral communication
   - Problem solving
   - Getting along with people
   - Organizational skills including planning and ability to stay abreast of company policies and employment laws
   - Knowledge of computers, general office machines, math
   - Administrative and leadership skills
   - Being a good listener
   - Accuracy
   - Flexibility
   - Ability to accept responsibility easily

3. **What education/experience is required?**

   Education necessary included having a high school degree. Seventy-five per cent of the employers stated an additional educational training of either a two-year technical or four-year college degree. Experience required varied from one to two years.

4. **What is the job outlook in your area?**

   The job outlook is more favorable for low-paying jobs as they are more numerous and stable than all others. Relocation may be necessary.

5. **What is the best way to start networking in your company?**

   Most respondents stated the need to get information about the company and either start at an entry-level job or work as a volunteer in some capacity. Once in the company, be willing to do extra projects and get along with co-workers.

6. **Are there opportunities for advancement?**

Opportunities for advancement usually lie within the individual who is working. The dedicated worker will usually be advanced.

7. **Interview ideas, tips: What can prospective employees do to be a standout candidate when interviewing for a job?**

The answers were fairly similar and included the following:
- Dress neatly and in professional clothes
- Be positive and enthusiastic
- Be honest
- Practice interviewing
- Learn about the company before you interview
- Smile, be pleasant and try to relax
- Use good communication skills and proper grammar
- Stress your ability to learn and have a progressive attitude.

8. **What advice do you have for anyone entering this field?**

- Be prepared to work extra hours on demand (may be without compensation)
- Be willing and eager to learn from co-workers
- While attending school, get applicable work experience
- Be willing to relocate
- Be willing to start at the bottom and work up
- Set goals for yourself
- Continue to educate yourself
- Be flexible and positive
- Know your job well and when possible learn about other jobs within your organization
- Remain calm

ATTENTION: STUDENTS!!!!

A CHANCE TO

TALK WITH EMPLOYERS ABOUT

HOW YOUR EDUCATION WILL LEAD TO

EMPLOYMENT OPPORTUNITIES

***WHEN:* THURSDAY - MAY 5, 1994**
1:00 - 3:00 p.m.

***WHERE:* NORSEMAN INN**

PLAN TO ATTEND!!

MORE INFORMATION NEXT WEEK

???? - Inquire at Student Services offices on the Mezzanine

MCC Mesabi Community College
To Be The Best!

To: Area Newspapers - For Immediate Release - Public Service Announcement

From: Mesabi Community College

Date: May 11, 1994

Re: MCC HOSTS EDUCATION/EMPLOYMENT DAY

Mesabi Community College hosted 20 area employers in their annual Uniting Education and Employment Day held on May 5, 1994, on the MCC campus. Employers provided students the opportunity to discuss careers and job outlooks. Employers were available in Mesabi's Norseman Inn to answer such questions as:

WHAT is the best approach for an applicant if there isn't an actual opening, but he/ she wants to work for your company?

ARE there opportunities in your organization for people to gain experience (on-the-job-training, volunteer work)?

STUDIES show becoming known to an employer increases an applicant's chances of being hired. What is the best way to become known in your company?

Uniting Education and Employment was enthusiastically received. This vital connection between employer and student provided a channel for students to gain valuable information on skills and abilities that employers are looking for when hiring.

The following area employers contributed to a successful day:

Apple Tree Learning Center, Virginia Regional Medical Center, K-Mart, Arrowhead Economic Opportunity Agency, Nina B's, Lutheran Social Services, Mesabi Daily News, YMCA, Target Stores, Herbergers, Virginia Police Department, Norwest Bank, Arrowhead Center, Vanity, Tradehome Shoes (Virginia & Hibbing), Athletic Fitters, Queen City Federal, Virginia Public Schools, and Fingerhut Telemarketing.

Mesabi Community College plans to host another Uniting Education and Employment Day next Fall. Become involved. Contact either Jane Chilcote, 749-7791, Jane Parsons, 749-7730, or Joan Youngman, 749-7791.

9th Avenue & West Chestnut Street, Virginia, Minnesota 55792 (218) 749-7700
An Equal Opportunity Employer

June 15, 1993

name
business
address
city, st zip

Dear name:

I sincerely appreciate your time and effort in visiting with STUDENT NAME regarding career information in your field. This activity has far-reaching positive results for the student and employer. This connection brings the student in focus with one of life's major decisions - training for future employment. This is no easy task in today's world. It also provides the employer the opportunity to direct students to information that will train them to be the kind of employee that will be ready for tomorrow's work-place. This partnership makes a difference.

As an employer who has allowed a student access to your knowledge and experience, would you be willing to sign the enclosed form as a demonstration of that contact? This is important for our recordkeeping and documentation of the student's experiences through this program.

If you have an idea or project that a student could help you with, please contact me. I may be able to identify a student to meet your needs.

Thanks again for your help. It has made a positive difference for one of our students.

Sincerely,

Jane Chilcote
EASE Director

APPENDIX K

EMPLOYER/EASE COOPERATION AGREEMENT

EASE PROGRAM
Equal Access to Education and Experience
Mesabi Community College
Virginia, MN

In an effort to facilitate effective job placement for persons with disabilities, the EASE Program would like to establish a cooperative agreement with employers in the community. This agreement demonstrates communication between the employer and the EASE Program in directing qualified individuals to employment opportunities.

In this cooperative effort the employer will send job openings and internship opportunities to the EASE Director when appropriate. The EASE Director will refer any suitable highly qualified students to the employer as well as assist in recommending job accommodations if any are needed.

This agreement demonstrates the positive support and committment on the part of the employer and the EASE Program to the principles of equal opportunity in the education and employment of persons with disabilities.

We acknowledge our agreement to the above:

______________________________ EASE Director Date: __________

______________________________ Employer Date: __________

____
Title

____
Name of Business or Agency

____
Address

____
City,State,ZIP

____
Phone

EDUCATION CONNECTION
EQUAL ACCESS TO EDUCATION AND EXPERIENCE (EASE)
ARROWHEAD COMMUNITY COLLEGES

The information and experience that employers possess are key factors in education. Access to this knowledge and expertise is vital to student success.

An informational interview and/or a shadowing experience in the workplace allow(s) the student an opportunity to learn about the career that they are considering. This brings the student face-to-face with the world of work and their future in it. If you would consider visiting with a student, please give us your name, business, address, and phone number so the EASE Director may contact you. Your willingness to participate in this educational activity in no way obligates you to an employment agreement.

We appreciate your interest in the EASE Program and look forward to talking with you soon.

Name ____

Business or Agency ________________________________

Address ____

Phone ____

Best time to contact _______________________________

WORK EXPERIENCE PROCESS/PROCEDURE
EASE PARTICIPANTS

I. The EASE Director will interview with the student regarding career goals. For students who know career goals, discuss work experience options and decide several sites of interest.

For students who are undecided or non-specific, suggest several options. Vary work experience sites so the student can experience the differences in career choices that perhaps can lead to a more directed career decision.

II. The EASE Director will determine exact work experience sites, length of visit, number of visits to each site, and type of visit:

A. Informational Interview of an Employer Mentor
B. Shadowing Experience - student observes in the workplace (decide on length of time, number of times, and schedule).
C. Independent Study credits or Volunteer - student has a regular schedule to do work for the employer as a work experience.

A. Informational Interview - Step 1

The EASE Director will call the employer to facilitate and arrange the informational interview. Discussion of the program, student, student's goals, and work experience process will occur.

The student should be prepared to ask the employer questions:

* Business background
* Types of employment
* Job duties of specifically named job
* Educational background needed
* Hiring practices
* Desirable characteristics of employees
* Advice to student who is interested in this particular career

B. Shadowing Experience

If a student chooses to continue with a follow-up experience after the Informational Interview, then a scheduled "shadowing" opportunity should be arranged. The student can arrange this with the employer at his/her first meeting so a convenient time can be determined.

The observation experience could vary depending on the workplace. Considerations for confidentiality are a high priority. An observation schedule can be discussed as to the number of times the student will observe, observation area or site, employee contacts, length of visit, special considerations, and best shadowing time. The student should follow-up the observation with questions.

The student will meet with the EASE Director to discuss "shadowing" plan and help with expected shadowing behaviors and responsibilities. The student should take notes on pertinent information for future reference. A summary of the experience should be done and reviewed with the EASE Director.

C. Work Experience

A student may opt to have a work experience site where a regular working schedule is developed. A student, for example, may work for an employer in a career interest area for several hours a week for a set length of time. This could be arranged as a volunteer experience or for Independent Study Credit. If it is for credit, then the student needs to arrange this with 30 hours per credit, a faculty supervisor, and the EASE Director. The additional requirements for credit will be determined by the faculty supervisor. The student will develop three objectives to accomplish while on the job. Students will identify work values, skills, and personal attributes during their work period. Evaluations of the work experience and goal accomplishments will be required.

If possible, the employer should offer feedback to the student following a shadowing experience and a credit work experience. The employer will be asked to answer a brief survey and offer comments and suggestions for improvement in the work experience process and provide guidance for the improvement of student performance.

III. On Campus Options include regular, eligible for work study and on campus work assistance.

A. Eligible for work study:

If possible, student will find a position in the area of his/her career interest.

B. Not eligible for work study:

The student will: develop an on campus work assistance position by locating a supervisor willing to supervise his/her work experience, obtain a brief job description, and go through the Financial Aid Office to be put on work assistance. EASE Fund 10 will be used for funding.

IV. Off Campus EASE Work Experience Funding may be handled through the Financial Aid Office as in options A and B; or through Manpower Services as in option C.

A. Governmental-non-profit organization or business:

A student may have a work study/work assistance experience arranged off campus in a governmental non-profit organization or business. The student is considered a state employee and will be paid through our student payroll from EASE Fund 10. The employer is billed for 25% of the student's wage. Set up the contract from the Financial Aid Office with the employer.

B. Private, non-profit employer:

A student may have a work study/work assistance experience arranged with a private, non-profit employer. Under this contract, the employer puts the student on their payroll and pays everything. The employer then bills the Campus Business Office for reimbursement. Set up this experience with a contract from your Campus Financial Aid Office. Use EASE Fund 10 for funding.

C. Work experience with Manpower Services:

The option for students in Duluth, Cloquet, and Superior to access work opportunities, experience a variety of jobs, even additional income and network with employers is to apply with Manpower Services.

Manpower places individuals in positions on a temporary basis. The student would contact Manpower for an application and set up an interview. Manpower will also do a skills assessment and provide guidelines for strengths and weaknesses. As work assignments become available, they will contact the applicant.

If you have a student who wants to apply for work as a Manpower employee, call Cheryl Christensen about the application process at 218-727-8891.

Another option for work experience can be arranged through Manpower Services. This option requires more involvement on our part.

If a student needs a work experience opportunity with a private, for profit employer, the EASE Director needs to contact the employer, get an affirmative commitment and make the employment arrangements. (dates, hours, etc.) The EASE Director will need to get a job description from the employer.

Call Manpower Services (Duluth, Cloquet, Superior area) to set up payment process. Manpower will do the paperwork, pay the wage, workman's compensation, unemployment, and Social Security. Manpower will then charge the EASE Grant for their services. (wage plus 12%)

If a work experience is arranged in a community where there is no Manpower office, the EASE Director would have to do the paperwork which can be obtained from Manpower. You may write to Cheryl Christensen, Manpower Services, 130 West Superior Street, Suite 516, Duluth, MN 55802 or call her to discuss details of the paperwork. Manpower will then bill the EASE Grant for expenses.

D. Employer Agreement:

This option involves contacting the employer directly to request a short-term work experience for a student. The employer would have to agree to make the contribution necessary for workman's compensation and Social Security. The EASE Grant will then pay the hourly wage.

In all of the work experience placements, an Employer Placement Agreement and a Student Placement Agreement needs to be completed. Also, a work experience evaluation/summary should be filled out by the employer upon completion of the work placement. A work experience interview should be conducted with the student to discuss questions, concerns and experience outcomes.

SEE ATTACHED:

- **Employer Placement Agreement**
- **Student Placement Agreement**
- **Employer Performance Evaluation**
- **Exit Interview With Student**

EMPLOYER PLACEMENT AGREEMENT

Work Experience through the EASE Program at Mesabi Community College is a working partnership in which this college joins with an employer in a structured relationship to provide a work/learning experience related to a student's academic major or career goals. The work experience is most successful when all parties -- student, employer, and college have a clear understanding of their responsibilities in this three-way partnership.

The following guidelines will be followed:

1. The work provided hereunder is related to the students' educational objective, or such work will be in the public interest and is work which would not otherwise be provided, will not result in the displacement of employed workers or impair existing contracts for services, and will be governed by such conditions of employment as will be appropriate and reasonable in light of such factors as the type of work performed, geographical region, and proficiency of the employer.

2. The EMPLOYER agrees that no student will be denied work or be subject to different treatment under this agreement on the grounds of race, color or national origin, sex, age, or handicap.

3. The EASE Grant will provide one student at the State or Federal rate of $4.25 per hour.

As an EASE Work Experience employer, I agree to:

- Provide a job description for the position to be filled by an EASE student.
- Orient the student to company/organizational policies, procedures, goals, expectations, dress code, etc.
- Establish a work schedule which meets the required number of hours to fulfill a student's specific work assignment.
- Designate a supervisor who will meet periodically with the EASE student to provide training, technical direction, guidance, and evaluation.
- Help student develop and achieve realistic learning objectives for the work period.
- Formally evaluate the student on his/her performance and work behavior and review this assessment with him/her.
- Meet with the EASE Director to provide feedback on student learning and accomplishments during the work period.
- Contact the EASE Director in the event that there is a problem on the job either with student performance or attendance; and notify the EASE Director prior to any anticipated lay-off or dismissal.
- In general, provide a safe work environment which is conducive to a student's education and career development.

Name ______________________________ Title ____________________

Organization ______________________________ Date ______________

Signature ____

STUDENT PLACEMENT AGREEMENT

Instructions: This form should be filled out completely by you and your employer and returned to the EASE Director at the end of the first working week.

Student Name____ ID#__________

Major________________________________ Discipline________________

Quarter______________________________________ Year______________

Current Student Address____

City____________________________________ State_______ Zip_______

Current Phone______________________________

****

Organization/Agency____

Address____

City____________________________________ State_______ Zip_______

Phone______________________________________

****

Student Position Title_______________________ Starting Date____________

Hours Per Week__________ Wage Per Hour___________ SS#_______________

Supervisor's Name_______________________________ Phone______________

Title or Department____

____

****

STUDENT'S SIGNATURE________________________________ **DATE**____________

SUPERVISOR'S SIGNATURE_____________________________ **DATE**____________

PERFORMANCE EVALUATION

STUDENT______________________________________ MAJOR____________________

SUPERVISOR________________________________ AGENCY/DEPT________________

ASSIGNMENT_________________ to _____________ QTR & YEAR__________________

I. **EVALUATION FACTORS:** Considering the student's academic level and the nature of the work assignment, enter the letter in each category which reflects the student's performance. Ratings on factors in Section A through C and the Student's overall performance rating should be determined using the following definitions:

A. Exceptional performance. Accomplishments consistently exceed job requirements.
B. Performance higher than expected. Accomplishments consistently meet and often exceed job requirements.
C. Performance fully as expected.
D. Performance less than expected. Performance must exhibit improvement in one or more areas before being considered satisfactory.
F. Performance consistently falls below expectations.
N/A Insufficient opportunity to observe student performance.

A. Job Performance

____________ Effectively plans and organizes work.
____________ Demonstrates initiative; seeks more efficient means of performing the job.
____________ Maintains accuracy, quality, and quantity of work.
____________ Follows department and company policies, procedures, and operations.
____________ Performs work independently, involving the supervisor when appropriate.
____________ Effectively deals with unexpected or unusual demands.

B. Job Preparation and Capabilities

____________ Possesses and utilizes necessary knowledge and skills to perform assigned job.
____________ Quickly understands and applies new techniques or concepts.
____________ Recognizes problems accurately and proceeds in a responsible manner.
____________ Demonstrates maturity and self-confidence in daily work.

C. Communication and Work Relationships

____________ Written communication is clear and effective.
____________ Oral communication is clear and effective.
____________ Attendance, appearance, and work habits are consistent with policy.
____________ Works well with others; assists and encourages teamwork.

(CONTINUED ON NEXT PAGE)

II. **SUMMARY OF STUDENT SKILLS AND QUALIFICATIONS:** Please comment and/o give examples, referring to the ratings above, to the following:

A. **Strengths** - indicate any outstanding personal qualities, unique skil s, etc. demonstrated by the student.

____

____

____

B. **Areas for Improvement** - indicate specific areas where the student can work toward improvement of his/her performance and what type of wor do you recommend for the next assignment.

____

____

____

____

C. **Supervisor's Overall Comments**

____

____

____

____

III. **OVERALL EVALUATION PERFORMANCE RATING:** Review the definitions at the beginning of the evaluation form in terms of the student's overall performance and place the appropriate average grade in the space bel .

________________ **Overall rating**

****

Date this evaluation was discussed with the EASE student: ________________

____ ________________

Supervisor's Signature and Title Date

____ ________________

EASE Student's Signature Date

EXIT INTERVIEW WITH STUDENT

The Exit Interview with Student should be conducted upon completion of student's work experience. Please include the following information in the interview:

__________ **Discussed the Employer Performance Evaluation**

__________ **Student's questions were discussed**

COMMENTS:

THESE ARE AREAS YOU NEED TO WORK ON/BE AWARE OF FOR FUTURE WORK EXPERIENCES:

STUDENT SIGNATURE **DATE**

EASE DIRECTOR'S SIGNATURE **DATE**

STUDENT SATISFACTION SURVEY

PLEASE COMMENT ON THE FOLLOWING QUESTIONS:

1. What information from the EASE Program was the most helpful regarding your individual needs?

2. What accommodations did you receive?

3. A. Did you receive answers to your questions?

   B. If not, explain:

4. What needs, if any, were not addressed?

5. What else would you like to see the EASE program offer?

6. Do you have other suggestions or comments?

7. Are there any additional technology and/or assistive devices needed at Mesabi?

Please circle the number that best describes your rating of each service or activity provided through the EASE Program.

If you did not use the service or participate in the listed activity, please circle NA (not applicable).

		Very Least Liked	Least Liked	OK	Most Liked	Very Most Liked	Does Not Apply
1.	Star Success Group Meetings	1	2	3	4	5	NA
2.	Star Success Group Information Handouts	1	2	3	4	5	NA
3.	Notetaker Services	1	2	3	4	5	NA
4.	Extended Test Time	1	2	3	4	5	NA
5.	Testing Accommodations	1	2	3	4	5	NA
6.	Learning Center	1	2	3	4	5	NA
7.	Tutors	1	2	3	4	5	NA
8.	Scribe	1	2	3	4	5	NA
9.	Taped Texts	1	2	3	4	5	NA
10.	Reader	1	2	3	4	5	NA
11.	Voice Type II Computer Program	1	2	3	4	5	NA
12.	Print Enlarger	1	2	3	4	5	NA
13.	Soundproof Computer Prog.	1	2	3	4	5	NA
14.	Assistance With Curriculum Planning	1	2	3	4	5	NA
15.	Informational Interviews	1	2	3	4	5	NA
16.	Shadowing Experience	1	2	3	4	5	NA
17.	Employer Resources	1	2	3	4	5	NA
18.	Transfer Assistance to other college	1	2	3	4	5	NA
19.	Individual Advising/ Guidance Sessions	1	2	3	4	5	NA
20.	Modifications to Physical Access	1	2	3	4	5	NA

APPENDIX N

FACULTY NEEDS ASSESSMENT

In order to better serve you as an educator, I would like to know your needs in regard to students with disabilities. Your input and suggestions are important in providing you with pertinent information. Your response is appreciated. Please send your responses to my office or feel free to stop by.

Please circle the appropriate number to indicate your desire for assistance with students with disabilities.

3 - Strong Need
2 - Moderate Need
1 - Not Applicable

3 2 1 Identifying students with disabilities in the classroom

3 2 1 Communicating and working with students with disabilities

3 2 1 Helping students adjust to postsecondary expectations

3 2 1 Choosing and modifying materials

3 2 1 Determining students learning styles

3 2 1 Modifying my teaching style

3 2 1 Modifying testing and evaluation techniques

3 2 1 Encouraging students to disclose their disability

3 2 1 Encouraging students to request accommodations

Other:

Jane Chilcote
EASE Director
Office - A1, Arrowhead/Mesabi Campus
749-7791

EASE PROJECT

Equal Access for Students to Education and Experience
Model Demonstration Project on Transition
Funded by the U.S. Department of Education,
Office of Special Education, and Rehabilitative Services

DISSEMINATION PACKET RESPONSE

What information did you obtain from the materials that you will be able to use at your institution?...And how will you put them to use?

What aspects of the project were of interest to you?

When a project is reported, what format do you prefer?

What is of greater use for you - practical resources, research, procedure description, other??? and why?

What information provided was most helpful to you and why?

Specifically, what was most helpful to you in the following publications?

THE ANSWER BOOK:

THE EMPLOYER'S HANDBOOK:

THE RESOURCE GUIDE:

THE TUTOR MANUAL:

Please make additional comments that you believe would be beneficial to us as we prepare our final report. THANKS!!!

APPENDIX P ___________

MESABI COMMUNITY COLLEGE EASE FOLLOW-UP SURVEY

In an effort to illustrate the impact of U.S. Department of Education Grant Programs such as EASE, we would like to request your input. We appreciate your time and effort in contributing a response to our survey. Thanks much!! **Please return by June 15, 1994.**

1. When did you attend MCC? Years ______ Quarters ______

2. Please check the **services** you **used** through the EASE Program (Disability Services).

___ Star Success Group
___ Extended Test Time
___ Learning Center
___ Scribe
___ Reader
___ Print Enlarger
___ Curriculum Planning Assistance
___ Shadowing Experience
___ Employer Resources
___ Transfer Assistance To Other College
___ Notetaker
___ Testing Accommodations
___ Tutors
___ Taped Texts
___ Voice Type II Computer Program
___ Soundproof Computer Program
___ Informational Interviews
___ Individual Guidance/Advising
___ Physical Access Modifications

3. Did you work when you were attending Mesabi? Yes___ No___
If so, where?____________________ How many hours a week?________

4. Are you currently working? Yes___ No___
Part-time ___ Full-time ___
If yes, what is your salary in this job in $ per hour, week or month?__________
Is your job related to the education you received at MCC? **Choose one:**
Strongly Related ___ Somewhat Related ___ Unrelated ___

5. Did you graduate from MCC with a degree? Yes___ No___
What degree did you receive? AA___ AAS___ AS___

6. Did you intend to transfer to a 4-year college after Mesabi? Yes___ No___

7. Did you transfer and attend a 4-year college? Yes___ No___
If so, how long were you there?______________________________

- OVER -

8. Did you graduate from a 4-year college? Yes___ No___
If yes, what degree did you receive?______________________________

9. What is your educational goal or field?____________________________

10. What job position did you train for?______________________________

11. Did you ever access job information after leaving MCC? Yes___ No___

12. Would you likely come to MCC for additional job seeking information and support in in the future? Yes___ No___

13. Did you find continued support in the community after leaving MCC? Yes___ No___
If so, where?__________________________________
If no, what do you feel you need?______________________________

14. Did you receive any federal, state, or college sponsored financial aid while at MCC?
___ JTPA
___ Pell
___ Scholarship
___ SSI
___ DRS
___ Work Assistance
___ Work Study
___ MN State Grant

15. What services offered at MCC helped you the most? Please list:

16. What services would you like to see developed at MCC? Please list:

17. Did the EASE Program make a positive difference for you at Mesabi?
Yes___ No___ If yes, how so:

18. In our report to the U.S. Department of Education, Washington, D.C., we would like to include your college success story. It is important for the people making funding decisions to hear about the positive impact of programs. If you would be willing to share your "story," please use the following space: THANK YOU!!

? ? ?

? ?

? ?

THE ANSWER BOOK

? ?

JOB SEARCH STRATEGIES
FOR STUDENTS
WITH DISABILITIES

ARROWHEAD
COMMUNITY COLLEGES
IN
NORTHEASTERN MINNESOTA

EASE PROJECT

Equal Access for Students to Education and Experience

Funded by the U.S. Department of Education,
Office of Special Education and
Rehabilitative Services

JANE CHILCOTE, EASE DIRECTOR, MESABI COMMUNITY COLLEGE, 9TH AVENUE
& WEST CHESTNUT STREET, VIRGINIA, MN 55792 (218) 749-7791 OR
(218) 749-7783 V/TDD

THIS INFORMATION MAY BE OBTAINED IN ALTERNATE FORMAT UPON REQUEST

CREDITS

MANY, MANY THANKS TO PAT STERLE FOR HER GREAT JOB SEARCH SKILLS INFORMATION

and

MANY THANKS AGAIN TO WELLNESS REPRODUCTIONS INCORPORATED FOR PERMISSION TO REPRODUCE THE EXCELLENT ACTIVITY HANDOUTS INCLUDED IN THIS MANUAL.
THE HANDOUTS ON TIME, STRESS, ANGER MANAGEMENT AND SELECTED PAGES ON COPING SKILLS ARE FROM THE LIFE MANAGEMENT SKILLS II ACTIVITY MANUAL. OTHER WELLNESS REPRODUCTION MATERIALS CAN BE ORDERED BY CALLING 1-800-669-9208.

and

LAST BUT NEVER LEAST, SPECIAL THANKS TO JOHN PARSONS FOR HIS WRITTEN CONTRIBUTIONS AND HELPFUL INFORMATION.

JANE PARSONS M.S.

THIS MANUAL WAS DESIGNED FOR THE EASE PROJECT - EQUAL ACCESS FOR STUDENTS TO EDUCATION AND EXPERIENCE. FUNDED BY THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES.

FOREWORD

Most of the information contained in this manual would apply to any student. If you are looking for work, you must have a resume, know how to fill out an application and interview effectively. In order to do that, you need to identify your skills and abilities and network extensively. However, there are certainly special issues for students with disabilities who are ready to seek employment. Not only are there issues specific to their situation, they also need to be even more capable and knowledgeable than the non-disabled student. I certainly wish society was more receptive to believing in and acknowledging abilities in spite of a perceived handicap. The reality is - there is discrimination - and if job seekers with disabilities are to overcome this discrimination; they need to be sharper, more together and keenly aware of the issues with which they are faced.

This manual can be used in several different ways. It can be given in its entirety to a job seeker, it can be copied in sections as needed, or it can be used as a reference point for discussions with the student. The manual is not intended for re-sale.

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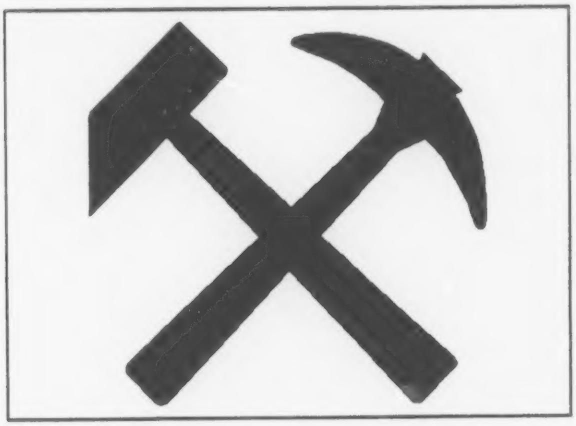
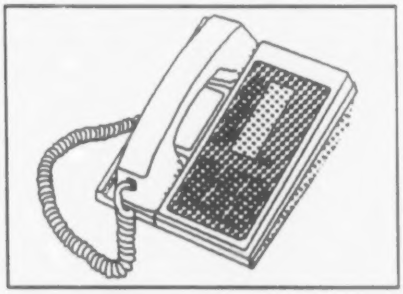
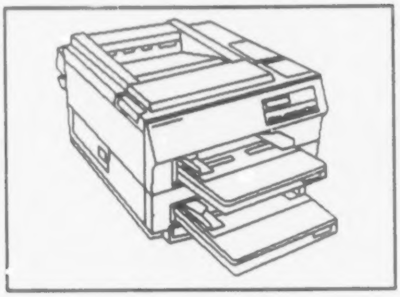
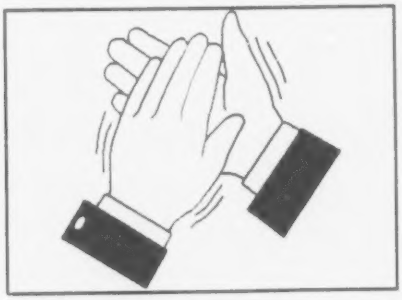
CAREER

PLANNING









CAREER PLANNING

WHERE SHOULD I START?

When starting to plan a career you have several options. Maybe you completed some career planning in high school. This may have been enough information for you to decide about career goals. Then again, you may still need more time and information to make this major decision.

Community colleges or the continuing education division of a four-year college or university may offer excellent and comprehensive career planning courses. A "good" course will offer a blend of inspiration and introspection with occupational and job market information.

You may want to pursue career planning individually. For this purpose several self-directed inventories are included in this manual. There are other career tests that may offer further valuable information.

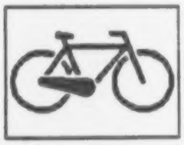
These tests include:

Career Occupational Preference System - an interest-inventory test developed to measure job activity preferences leading to 14 career clusters
Career Ability Placement System - a multi-dimensional test measuring aptitudes and abilities geared to entry requirements for many jobs
Self Directed Search - surveys aptitudes and interests to match with occupations in six work styles
Strong interest survey - compares interests with those of people successfully employed in a variety of occupations
Myers-Briggs Type Indicator - measures personality types and interests based on Jung's theory of 16 types
Harrington-O'Shea Career Decision Making System - a measure of career interest that combines abilities and values with extensive interpretive information
Campbell Interest and Skill Survey - compares interests and skills with those of people in general and people who are successfully employed in designated occupations

A rehabilitation counselor, community college counselor or continuing education program may provide access to these tests.

So, where to start is up to you. Career planning is a process, not a test. One test will not answer all your questions, nor will it point you irrevocably on a particular career path. Tests can offer valuable clues about your thoughts and ideas and match them with relevant career options. Exploration of the job market in which you are interested is equally important, as is networking, realistic goal planning, discussions with career counselors and others, and assessment of long-term commitment to this job goal. Where you start is not nearly as important as the fact that you start at all.

TYPES OF CAREER TESTS



INTEREST

These tests identify your preferences. What do you like? What do you dislike? What do you want to do? Your answers are compared with groups of people, those working in a field and in some cases those working in a particular job. For example, if you like independent work, you will be matched with occupations that require independent work such as chemist or writer.

There are no right or wrong answers. The test only tells what you like to do. The test does not tell what you are good at or what you most likely will be able to do.

APTITUDE

These tests measure whether you have the potential to do the work, not if you are interested in the job. An aptitude is a readiness to acquire a given skill or to master a particular subject.
An aptitude is not an ability. When you have acquired an ability or a skill, you have developed a level of expertise in that activity.

Again, a profile of your answers is compared with people currently working in that field. For example, if you demonstrate a strong aptitude for working with mathematical concepts, you would match up with occupations that emphasize mathematical aptitude.

INTEREST SURVEY

Put a check beside the item only if you are interested in that activity, function or career field. Do not consider if you could currently do that activity, only if you are interested in it.

___IDENTIFYING NEEDS
___SWIMMING
___FORESTRY
___ART
___CUTTING COSTS
___CONSULTING
___CHANGING SYSTEMS
___PHYSICAL WORK
___CREATING THINGS
___MAKING DECISIONS
___TAKING RISKS
___MEDICAL SCIENCE
___POLITICS
___SELLING
___BUSINESS MANAGEMENT
___DESIGNING
___PUBLIC SERVICE
___RESOLVING CONFLICT
___INFLUENCING
___WINNING
___SINGING
___MUSIC
___MACHINE OPERATION
___MACHINE REPAIR
___OFFICE MANAGEMENT
___CLOTHING DESIGN
___WORKING OUTDOORS
___PUBLIC SPEAKING
___DEMONSTRATING
___RELIGIOUS ACTIVITIES
___PROBLEM SOLVING
___PHOTOGRAPHY
___WORKING WITH CHILDREN
___OWNING A STORE
___MAKING MOVIES

___PERFORMING
___INVENTING
___ANIMALS
___BUILDING MORALE
___DECORATING
___LAW
___WRITING
___CREATING IDEAS
___MOTIVATING
___REPAIRING
___CLERICAL WORK
___GOVERNMENT
___ADVISING
___SERVICE
___DETAIL
___DEVELOPING
___INVESTIGATING
___EVALUATING
___COORDINATING
___THINKING
___RACING
___GRAPHIC ARTS
___COMMUNICATION
___COOKING
___TRANSLATING
___RAISING FUNDS
___BRAINSTORMING
___GUIDING
___ENTERTAINING
___LIBRARIES
___SOCIAL WORK
___PLANNING
___GARDENING
___MILITARY
___SUPERVISING

___ORGANIZING
___HEALTH
___ARCHITECTURE
___BIOLOGY
___ANALYZING DATA
___PUBLISHING
___INSTALLING
___ASSISTING
___BUILDING
___RESEARCHING
___TEAMWORK
___COUNSELING
___INTERPRETING
___CHALLENGE
___EDITING
___PROMOTING
___ACTING
___COACHING
___LANGUAGES
___APPRAISING
___READING
___PHILOSOPHY
___ASSEMBLING
___MINISTRY
___TEACHING
___COMPUTERS
___ENGINEERING
___CRAFTS
___ANALYZING
___TRAVELING
___PRODUCTION
___AGRICULTURE
___MONEY
___FINANCE
___STRATEGY

SCHOOL SUBJECTS

WHAT I LIKE	WHAT I DISLIKE

EXTRACURRICULAR ACTIVITIES

WHAT I LIKE	WHAT I DISLIKE

RECREATIONAL ACTIVITIES

WHAT I LIKE	WHAT I DISLIKE

CIVIC ACTIVITIES

WHAT I LIKE	WHAT I DISLIKE

WORK EXPERIENCE

WHAT I LIKE	WHAT I DISLIKE

MY TOP TEN INTERESTS

Which of these interests are your very favorite? Which do you find yourself engaging in on a regular basis? These very favorite interests are your clue to a future satisfying career.

VALUES

One of the most important factors in the momentous decision on what you will do for work is the identification of your values. Do your values match your interests? Do your values match the work involved in a particular career? Many students have been disappointed when they find their chosen career involves long hours (no family time) or does not pay a large salary (no out of town vacations).

There are several ways to explore your values. One way is to prioritize a list of values. This will tell you how you think about your values, but may or may not indicate how you actually live them.

Another way of looking at values is to look at the things you own. List your possessions and prioritize the most important ones. What would you be sure to grab if your house was on fire?

One more method of exploring values involves examining the choices you have already made. Why did you attend college? Was it to advance your career? Was it to learn new things? Was it for status or to meet the expectations of others?

When exploring your values it is often helpful to look at where the value comes from. Many values are learned in childhood and not all of these have been evaluated when you reach adulthood. Values do not truly belong to you until their importance has been assessed and you have accepted them as your own.

VALUES EXPLORATION

1. What are some major decisions you have made that have had happy outcomes for you?
2. What is the ideal version of what you are going to do with your life?
3. What would you be willing to die for?
4. List the kinds of activities on which you have spent a considerable amount of time.
5. What have you spent most of your money on?
6. If you could be doing anything you wanted, what would you be doing?
7. What is your favorite activity?
8. Give the history of your favorite hobby or leisure-time activity.
9. What goals do you set for your life?
10. List and describe the important people in your life.
11. Describe your philosophy of life.
12. Of the values that you received from your family, which have you accepted and which have you rejected?
13. What do you consider to be your potential in life?
14. What kind of person will you be ten years from now?
15. What would be an ideal vacation for you?

VALUES EVALUATION CHART

Rate the items on the list below from one to five with one being the lowest and five being the highest.

CREATIVITY________________________________ 1 2 3 4 5
Being inventive - discovering, developing new things, etc.

RECOGNITION_______________________________ 1 2 3 4 5
Being looked up to - recognized, respected, etc.

HELPING OTHERS____________________________ 1 2 3 4 5
Helping people live more satisfying lives.

ECONOMIC SECURITY_________________________ 1 2 3 4 5
Working in a job where layoffs are rare or it is easy to find a job.

WORKING WITH PEOPLE_______________________ 1 2 3 4 5
Dealing with the public or performing work tasks together with others.

VARIETY___________________________________ 1 2 3 4 5
Doing many different tasks or working in varied surroundings.

INDEPENDENCE______________________________ 1 2 3 4 5
Working at your own pace and/or without supervision.

RESPONSIBILITY____________________________ 1 2 3 4 5
Planning work for yourself and/or others, being accountable for the success of your work.

HIGH WAGES________________________________ 1 2 3 4 5
Making a better than average income once you are established in a career.

LOCATION__________________________________ 1 2 3 4 5
Wanting to live in a particular place.

APTITUDES

Aptitudes can be measured by looking at the things you enjoy doing, are good at and learn easily. The chances are great that these are things for which you have an aptitude. For example, if you are good at playing an instrument, you probably have an "ear" for music and a natural aptitude in this area.

List your favorite subjects in school that you also received good grades in:

List you favorite activities that you possess a high level of skill in:

List the qualities and/or skills necessary for performing these subjects and activities well:

Since life is a process of learning about ourselves, chances are you will continue to develop aptitudes as you try new activities. Often people posses aptitudes they are unaware of until they try an activity. So leave room for growth in this portrait of your aptitudes.

PERSONALITY

One of the most popular personality tests is the Meyers Briggs Type Inventory. This test reports on your personality style or preferences in four areas. There is no right or wrong way to be, there are preferences that influence your choices in your personal life and career. It is interesting to identify these preferences not only for choosing a career, but also to highlight the differences among people. It can be hard for people to understand each other at times and knowing some of the ways we are all different can improve our understanding.

The first scale describing these differences is the Extravert/Introvert scale. You may get your energy from being close to people, or you may need time alone to re-energize. People who are extroverts tend to focus their attention outward toward people. People who are introverts tend to like to focus more on their inner world. They may enjoy people, but still need alone time to process events.

The second scale describes people's orientation toward Sensing/Intuition. If you fall into the sensing area, you appreciate realism and practicality. You use your senses to understand the world and acquire information. If you fall into the intuition area, you like to go beyond what you can know with your senses. You value imagination and creativity over being realistic.

The third scale (Thinking/Feeling) looks at how you make decisions. If you prefer analyzing objective information before you come to a decision, you probably are a "thinker". "Thinkers" like to have all the evidence, and use logic to weigh it, before making a decision. If you prefer making decisions based on person-centered values, you are a "feeler". "Feelers" do not insist a choice be logical. They analyze a decision based on how much they are willing to invest in it. Decisions are made according to personal value systems of themselves and/or others.

The last scale has to do with Judgement and Perception. Judgement in this case does not have to do with being judgmental in the way we usually interpret the word. It does have to do with preferring a structured, organized environment. If this scale describes you, when you take some unstructured time, this is planned "unstructuredness". You like to know what will happen and when. If you prefer perception however, you like things unplanned and unstructured. You like to adapt to things as they happen rather than plan carefully in advance.

JOHN L. HOLLAND'S THEORIES

Holland's theories are used extensively in career counseling to match individual's personal orientations to job families. Holland identifies six categories or job families that can be used to describe jobs. Your personal orientation can then be matched with the broad categories and with individual's who hold jobs in each category.

1. **REALISTIC** If you like this group of jobs you value physical and concrete work. You probably see yourself as possessing good mechanical skills and enjoying work that involves using your hands. You want to see an end product that is obvious and visible.

2. **INVESTIGATIVE** If you like this group of jobs you like to solve problems or puzzles. You would enjoy environments where you could use diagnostic, investigative or research skills. You are not only curious about the way the world works, you are also willing to invest the time to analyze the situation and come up with a solution.

3. **ARTISTIC** If you perceive yourself as imaginative and expressive you would probably enjoy work that falls into the artistic category. These are careers where you are performing "right brain" activities such as painting, drawing, acting, writing, etc. There are some areas you may not think of as artistic that require large amounts of creativity and are in this category like radio/television announcer, chef and fashion designer.

4. **SOCIAL** This orientation reflects a desire to be in occupations that involve educating and/or helping people. If you like jobs in this category, you like to help people in settings such as classrooms, hospitals, counseling centers, churches, social services and community service agencies.

5. **ENTERPRISING** This group of jobs is attractive to people who see themselves as leaders with a sociable and friendly character. Common settings include courtrooms, political arenas, corporate offices and small businesses. If you like jobs in this area, you like taking risks in order to gain personal power, recognition or achieve a goal.

6. **CONVENTIONAL** If you like work in this area, you prefer jobs that involve concrete tasks. You may work in settings like financial institutions and business offices performing work that requires an orderly and systematic approach. An IRS agent is a good example of a job in the conventional category.

IF YOU WISH TO INVESTIGATE PERSONALITY TESTS FURTHER, SEE YOUR COMMUNITY COLLEGE, REHABILITATION, OR OTHER AGENCY COUNSELOR.

MAKING DECISIONS AND SETTING GOALS

Introduction:

Making a decision can be a difficult process. It involves taking a risk and this can be threatening if the risk is high and the outcome important. Your family, friends, counselors and others will have input into the decisions that you make, but ultimately they are your decisions.

There are several steps to making a decision. First, you need to explore and categorize all the pieces of input from others. What advice are you hearing and why? The second step is to examine your feelings about the decision. How important is this decision to you? How are you feeling about making a decision on this topic? The more important the decision, the more time, thought and effort you need to spend on it. Once you have made a decision, you must set goals and define objectives so you can make your decision a reality. The best decision in the world will amount to nothing if you don't devise plans to do it.

DECISION MAKING AND FEELINGS

Take a few minutes to think about the decision you are considering. Write down as many words as you can to describe your feelings about making this decision.

Look at the words. How many express positive feelings? Negative feelings?

Positive:

Negative:

Because making a decision is a risk taking behavior, some level of anxiety is frequently present. It is important to evaluate your level of anxiety so you can identify to what extent you are blocked from making a decision. Think about how you feel about this decision and rank yourself below.

☐ Overwhelmed with anxiety
☐ Nervous, yet able to cope
☐ Excited, anxious to move on
☐ Confident that I will choose well
☐ Relaxed and casual

If your level of anxiety is high, seek help with the decision. The higher the level of anxiety, the more time and care required to make the decision. However, this does not mean that you don't have to make a decision. Not making the decision means you've decided to do nothing. Remember, nothing is accomplished without risk. When the decision is important (such as what to do for a career), it's helpful to follow certain steps in your decision making process.

GOAL SETTING

There are two different types of goals, short-term goals and long-term goals. All goal setting needs to include concrete objectives that can be used to measure progress toward the goal.

1. **Be Concrete** The more concretely you can define your goal, the more likely you are to achieve success.

   Example Instead of....I want to be an artist
   Say.....I want to start my art career as a graphic artist working for a newspaper doing advertising layout in Denver.

2. **Plan of Action**
   *Look first at the most direct route to your goal.
   *Brainstorm alternative approaches.
   *List the requirements and potential road blocks of each of the choices.
   *Choose the one that is best for you.

Assess Be sure you have the motivation, time, resources, skills and strength to achieve your chosen goal.
Identify the reasons to strive for this goal. For example, making a list of all the health benefits derived from quitting smoking.

3. **Objectives** Once you have chosen your goal, it is time to break it down into measurable objectives.
This allows you to accomplish steady progress toward your goal without being overwhelmed.
Be as specific as possible when writing the objectives.

Example I will first write to the advertising departments of all the newspapers in Denver and I will include my resume and a request for an informational interview (explained in the section on job search skills).

4. **Plan for Obstacles**
Look ahead for possible obstacles.
Brainstorm solutions before the obstacles arise. Devise techniques for conquering any and all obstacles.
Be flexible, willing to change and take risks.

5. **Make Your Goal a Reality**
Write out the goal, make it concrete.
Share your goal with others who can help.
Give yourself enough time.
Keep on track - stick with it.

THE AMERICANS WITH DISABILITIES ACT

THE ADA

The Americans With Disabilities Act was passed in 1990 and the employment section (Title I) took effect on July 26, 1992. It is essential that job seekers with disabilities are familiar with their rights under this new legislation, since the intent of the law is to protect against discrimination in all areas of employment. Title I of the ADA prohibits employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in all aspects of applying for and retaining a job. It also provides protection so the individual can participate equally in the benefits of employment. Understanding your rights under the ADA may help to remove barriers to your employment based on disability.

TITLE I: SUMMARY

No employer covered by the ADA may discriminate "against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions and privileges of employment".

The employer may require certain standards, tests and selection criteria if these requirements can be shown to be job related and consistent with business necessity.

This act does not cover individuals who are currently using illegal drugs or alcohol.

Charges of employment discrimination on the basis of disability after the dates of implementation of the ADA may be filed at any field office of the U.S. Equal Employment Opportunity Commission.

TITLE I: EXPLANATION OF LEGAL REQUIREMENTS

Who must comply with Title I?

Employers with 25 or more employees were covered by the ADA starting in July of 1992 while employers with 15 or more employees will be covered beginning July 26, 1994. Obviously this doesn't cover all the employers out there, but you don't have to be a very large employer to have 15 employees.

The number of employees counted includes part-time employees who worked 20 or more calendar weeks in the preceding or current year. In addition, the definition of employer includes people who conduct business for the employers such as managers or agencies connected with the business. Therefore the employer is responsible for actions of these people or agencies that may violate the law.

Who is Protected by Title I of the ADA?

The ADA prohibits discrimination against "qualified individuals with disabilities". This term describes people who are able to meet the skill, experience, education and other job related requirements of a position held or desired. These are people who, with or without reasonable accommodations, can perform the essential functions of a job. In order to fully understand this statement, the term "individual with disability" needs to be further defined and essential functions of a job described.

A person with a disability is someone who:

* has a physical or mental impairment that substantially limits one or more of his/her major life activities;
* has a record of such impairment; or
* is regarded as having such an impairment.

Sometimes it is necessary to identify the essential functions of a job in order to ascertain whether or not an individual with a disability is "qualified" to perform that job. The first consideration in determining these functions is whether the employee currently doing the job is required to perform these tasks or functions.

If the person holding a job does perform these functions, the next question is whether removing that function would fundamentally change the job.

There are several key factors in discussing these issues with employers. First of all, know the job you are applying for. Look up the job in the Dictionary of Occupational Titles (available in any library). Talk with someone who does that job before you apply for it yourself. Ask for a written job description. Though this may or may not accurately reflect what is currently being done on the job, it will in most cases provide historical information on what tasks and outcomes are expected. You need to know how you will accomplish the expected outcomes, if you will need accommodation, and what those accommodations will entail.

The ADA does not limit an employer's ability to establish or change the content, nature, or functions of a job. It is the employer's province to establish what a job is, and what functions are required to perform it. The trick, at times, is in the proper identification of what the job is. The employers may have outdated job descriptions. The employer may have no job descriptions. A rehabilitation professional may be able to conduct a job analysis to aid in the definition of the job. Job analysis focuses on the purpose of the job. It also looks at the importance of specific functions to achieve the purpose. Job analysis may include such factors as: the type of movement done, the frequency and weight of objects lifted or moved, the extent of repetitive movements, the working conditions, etc. Before requesting a job analysis, you need to do some research on the position - read the job description, ask someone who is currently employed in the job and/or check the job description in the Dictionary of Occupational Titles. Ask about a job analysis if you are still unsure about your ability to do the job or are unable to convince the employer of your competence.

THE REASONABLE ACCOMMODATION OBLIGATION

The ADA requires that employers make reasonable accommodations.

- An employer needs to provide reasonable accommodation to the known physical or mental limitations of a qualified applicant or employee with a disability unless it can show that the accommodation would present an undue hardship.
- Reasonable accommodation is any modification or adjustment to a job, an employment practice or the work environment that makes it possible for the qualified individual with a disability to perform a job.
- This obligation applies to all aspects of employment. The obligation is ongoing.
- The employer cannot deny an individual access to a job because of the need to provide an accommodation unless it would cause an undue hardship.

- It is your responsibility to request an accommodation.
- You must be qualified for the position and able to perform the essential functions of the job with the accommodations in order for the employer to be obligated to provide them.
- If it would present an undue hardship for the employer to provide the accommodation, you should be allowed to provide the accommodation yourself.

THE IMPACT OF THE ADA ON YOUR JOB SEARCH

What do you as the job applicant need to know about the ADA? There are some basic ideas it is good to keep in mind.

1. The employer is trying to decide who would be the best person for the job. If you don't make it clear to the employer that you can do the job, they won't hire you, ADA or no ADA.

2. The ADA does offer some protection during the application and interview process. The employer can only ask you questions that relate to your ability to perform the job in question. You may be faced with the question of whether or not to disclose your disability. If you choose to disclose, when would be a good time? This question is explored in the following section.

3. If you are qualified to do the job for which you are applying, the employer with 15 or more employees is required to make reasonable accommodations. If you are applying at an organization that generates a substantial amount of profit or has large resources, the accommodations they are required to provide could be quite extensive. Smaller organizations, or those that have few resources, may not be required to pay for expensive accommodations. If you know you will need accommodations that require a large outlay of funds, you will be better off seeking out larger organizations.

WHEN TO DISCLOSE YOUR DISABILITY

On the application

- You are not required to disclose your disability on the application or provide medical records, unless the nature of the job is such that they are required of all applicants.
- The disadvantages of disclosing on the application usually out weigh the advantages. You might be disqualified from a position without having the opportunity to explain how you could perform the job.

During an interview

- This format allows you the opportunity to explain simply and positively the ramifications your disability would have in that particular work setting.
- If you will need accommodations, this is a good time to tell the employer what accommodations you will need to successfully perform the job, and how you can help the employer make the necessary accommodations.
- Discrimination is less likely when you are face-to-face with the person hiring. If the employer seems to be concentrating on your disability rather than your qualifications for the job, you do have legal recourse under the ADA.

After the interview when you are offered the job

- If the disability information changes the employer's hiring decision and you are sure your disability would not interfere with your ability to do the job, you have very clear legal recourse.
- YOU WOULD NEED TO BE ABLE TO EXPLAIN HOW YOU WILL PERFORM THE JOB.

After you start work

- This timing would allow you to prove yourself to the employer prior to disclosing your disability.
- If the employer fires you for disclosing, you may have legal recourse. However, you run the risk of being accused of falsifying your application.
- If you are trying to get along without accommodations that you need, you may not be performing as well as you could be on the job and you could create distrust.

After a problem on the job

- The trust issue may really come into play here with both your boss and coworkers.
- You would again have the opportunity to prove yourself prior to disclosure but also risk not performing well if you are trying to forgo needed accommodations.

TIPS TO REMEMBER WHEN DISCLOSING YOUR DISABILITY

1. Be honest, straight-forward and factual. Disclose your disability IF it affects the job; don't worry about disclosing it if it does not affect job abilities or the safety of yourself or other employees.

2. Use your best judgement in educating employers. Some employers are knowledgeable about disabilities, but many are not. Be prepared to give employers information on your disability, or let them know where they can find out more.

3. Be aware of any special accommodations you will need to do the job.

4. Be brief - don't dwell on the disability. Try not to build it into a major point of discussion.

5. Be knowledgeable about your disability. Inform employers about how you do things and how they can provide help if necessary.

6. Be enthusiastic and assertive in emphasizing your skills, abilities, ideas, assets, etc.

7. Talk with assurance.

8. Know your rights as a person with a disability.

9. Be positive, honest and specific. Don't complain or apologize about your disability.

10. Relate you disclosure comments to the job and your performance. Be realistic about how your disability might affect your work.

11. If possible, describe how your disability did not affect previous job performance, attendance, safety, etc.

12. Inform the employer if your physician has made any job restrictions or recommendations on what type of work surroundings to avoid.

13. At the end of the interview, ask if there is anything else they need to know about you.

Adapted from handout developed by: Training and Placement Service, Epilepsy Foundation of Minnesota

ADAPTING THE JOB TO YOU

ADAPTING THE JOB TO YOU

A large part of reaching your goals is the identification of barriers to your success. Employers accommodate employees with functional limitations all the time. A file clerk may need a numerical filing system because they make too many mistakes when filing alphabetically, another employee may need to write everything down because they don't remember well. These are functional limitations. Individuals with disabilities may also have limitations in the performance of their chosen job.

FUNCTIONAL LIMITATIONS

Employers may or may not understand the limitations caused by your disability. What employers care about is your ability to do the job. It is crucial to identify the areas you will have trouble with and describe these to the employer in concrete terms along with the solutions.

TERMS TO HELP IDENTIFY YOUR FUNCTIONAL LIMITATIONS

attention span
balancing
bending
carrying
climbing
communication
concentration
coordination
crawling
crouching
fainting
feeling
fingering
grasping
handling
pushing
squatting
reading
seizures
sequencing
sight, partial loss
task sequencing
sitting
speech, partial loss
walking

head, moving
hearing, partial loss
hearing, total loss
interpreting data
judgment
kneeling
learning
lifting
lower extremities
memory, long-term
memory, short-term
operating, foot control
perception
planning
pulling
reaching
stair climbing
stamina
standing
stooping
sight, total loss
thinking
upper extremities
speech total loss
writing

To make an accommodation useful, it is helpful to identify the severity of the functional limitation. The accommodations required may be very different for different levels of limitation. Only functional limitations that limit your ability to do the essential duties of the job you currently hold or seek need to be discussed with the employer.

TYPES OF ACCOMMODATIONS

In the section of this manual concerning the ADA "reasonable accommodations" is defined. Remember that what is reasonable for one employer may present undue hardship for another. If you understand your functional limitations and can talk knowledgeably with the employer about the necessary accommodations, you are much better prepared to fit in with the job and the organization.

The types of accommodations you may request include:
- making workplace facilities accessible
- modifying work schedules
- restructuring jobs
- acquiring or modifying equipment or devices
- changing interview or job locations
- retraining or reassigning employees to vacant positions
- providing qualified support services assistants

MAKING WORKPLACE FACILITIES ACCESSIBLE

One study found that 80% of accommodations in the workplace for an employee with a disability cost the employer from 0-100 dollars. Clearly many of the accommodations needed presented little or no cost to the employer. In part this is due to the low cost of the accommodations, and the cooperation of the Department of Rehabilitation Services and other agencies that serve persons with disabilities in providing funding. It is important to be flexible in talking with an employer. Offering to bring your amplified headset from your phone until an employer can purchase the equipment may make your employment feasible. Remember also that large corporations have more resources at hand and may be able to provide more costly accommodations.

In order to ascertain the accessibility of a building, there are several areas that need to be looked at starting with the entrance to the building. Ramps, electric doors and accessible parking spaces are some examples of entrance accessibility issues.

The next area to consider is the work station. Can you get there? Can you reach equipment and supplies? Can you get from your work station to other areas of the building you need access to? What modifications are essential for the performance of job duties?

Other areas of the building can present major barriers. The rest room, cafeteria, supplies area, elevator, telephones, break rooms and meeting areas are other parts of the facility to consider. Accessible signage so the rooms are clearly marked, and alarms for emergencies that all employees can perceive are critical to accessibility for people with visual or hearing impairments.

As you can see, there are many often costly improvements that employers need to consider for their facilities. The intent of the ADA is to balance building accessibility with business necessity. No one wants employers going broke trying to make old buildings perfectly accessible. However, where employers are already making changes and/or can afford the improvements, they are required to make them. You as the prospective employee need to be knowledgeable about what you need and what is the most cost-effective way to provide for those needs.

MODIFYING WORK SCHEDULES

A simple, yet often overlooked accommodation is modifying a work schedule. Once the essential features of a job are identified, the employer may see that the job could be performed with a part-time, flexible or irregular schedule.

For example, people with back injuries may be unable to sit for long periods of time. Allowing the employee to come in earlier and take longer, more frequent breaks during the day may enable that person to do the job.

Modifying work schedules may include:

- splitting the position into two part-time jobs
- adjusting the hours to lessen commuting problems or alleviate undue physical strain
- providing alternate or regular schedules to employees who require specific eating or sleeping times
- allowing time off for medical appointments or therapy
- holding a job for an employee who is hospitalized briefly

NEVER USE YOUR DISABILITY WHERE IT IS NOT THE ISSUE. ADJUSTMENTS ARE A MATTER OF FAIRNESS AND NOT INTENDED TO OFFER AN ADVANTAGE.

RESTRUCTURING JOBS

The employer's ability to restructure a job will depend in part on their awareness of the essential functions of that job. One way that employers can identify job functions is to conduct a job analysis. This is one of the services that may be offered by the local Department of Rehabilitation Services. The important thing is that the job description accurately reflects what is currently being done on that particular job. The essential functions of the job need to be detailed. Then you can identify what functions could be changed to make it possible for you to do the job.

Here are some examples of functions that may be able to be changed so that you can perform the job:

- less frequent travel
- computerize records instead of writing
- telephone work
- rescheduling of tasks
- driving
- heavy lifting
- location of office
- greeting visitors
- delivery of in-house mail
- notetaking, dictation, etc.

ACQUIRING OR MODIFYING EQUIPMENT OR DEVICES

Again the accommodations needed in this area may be much less expensive and complicated than an employer thinks. Assistive technology can be as simple as placing labels on shelves or as costly as talking computers. There are a wealth of options for all types of disabling conditions. It is thoroughly unreasonable to expect the employer to be knowledgeable about all of the possibilities.

You as the job seeker are the "expert" on this particular worker/job match. Some offices of the Department of Rehabilitation Services will have an adaptive equipment specialist who can help with the original idea and may be able to come up with some low cost alternatives for adaptive equipment. There are many companies that manufacture adaptive equipment, though purchasing a manufactured product may prove to be costly. Many people with disabilities have come up with their own low cost solutions to adaptive equipment problems.

And although it may be necessary to purchase some new items, many of the lower cost alternatives include adapting the equipment the employer already has.

Some examples of adaptive equipment solutions currently used include:

- computer operator with low vision using a voice synthesizer and software that was added to an existing computer
- an anti-glare computer screen to reduce eye glare for someone with eye fatigue
- word processing software with spell check and voice output for an engineer with a learning disability
- allowing an employment consultant to dictate notes to compensate for limited use of their upper extremities
- raising a desk for a secretary with a mobility impairment so their work station is accessible

The list of possibilities could go on nearly forever. Gather together a group of professionals when you need to come up with solutions for adapting equipment. Occupational and physical therapists, rehabilitation counselors, physicians and other professionals may help in the brainstorming process.

PROVIDING QUALIFIED SUPPORT SERVICES ASSISTANTS

Sometimes the accommodation that enables someone to work is a person - an interpreter, reader, driver or other assistant. The employer may be obligated to supply this accommodation if the person assists you in performing the job. If the assistant does the actual job, they are no longer an assistant and the employer would not be required to provide this service. The employer is also not required to provide personal care attendants. The assistant must help with the performance of the job and not be primarily present to help with personal care needs.

PAYING FOR JOB ACCOMMODATIONS

There are results from various studies on the cost of accommodations for employers. Though they don't agree exactly on the dollar amounts involved, it is clear that most accommodations for people with disabilities cost the employer less than $500. One study said 80% of accommodations are under this amount.

Still, the reality is, some accommodations do cost money. And the employer needs to make the best hiring decision they can. When the employer is faced with hiring someone who requires expensive accommodations, it would not be surprising to find them searching for reasons not to hire you. To encourage the employer to hire you, know as much as you can about how to access information about and funding for needed accommodations.

The following is a list of resources you should be aware of so that you can inform the employer of the available options.

AbleData - Contains more than 15,000 listings of adaptive devices for all disabilities. A consumer referral service that responds with printed reports to requests for information. For more information call: Adaptive Equipment Department Newington Children's Hospital, 181 E. Cedar St., Newington, CT. 06111; 1-800-344-5405.

Disabled Access Credit (Section 44 of the IRS Code): Internal Revenue Service.

IBM National Support Center for People with Disabilities: 1-800-426-2133.

Job Accommodations Network: 1-800-526-7234.

Job Training Partnership Act: Private Industry Council (State or local), Chamber of Commerce, City or State government.

Supported Employment: Local vocational rehabilitation or secondary school authorities.

Targeted Jobs Tax Credit: IRS (See Publication #908), State Employment Service, Private Industry Council, Vocational Rehabilitation (Check City or State government).

Tax Credit on Architectural and Transportation Barrier Removal (Section 190 of IRS code): Internal Revenue Service.

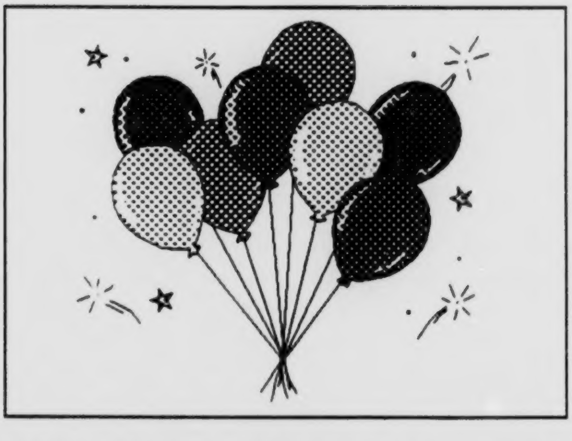
Vocational Rehabilitation On-The-Job Training Program: Local Vocational Rehabilitation Agency.

Windmills (Attitudinal Awareness Training): California Governor's Committee for Employment of Disabled Persons: 1-916-323-4545.

As you discuss reasonable accommodations with an employer, it's only fair to differentiate between accommodations that are necessities and those that are luxuries. Smart strategies to accommodations include: waiting until you are on the job to assess what are necessities (this may not be possible if the employer needs to know what you need up front). Wherever possible bring your own adaptive equipment into the workplace initially.

Adapted from: Job strategies for people with disabilities.

JOB SEARCH SKILLS



WHAT YOU NEED TO KNOW ABOUT JOB SEEKING OR....HOW TO FIND YOUR DREAM JOB

ORGANIZING YOUR JOB SEARCH

THE FIRST THING YOU NEED TO KNOW IS THAT IT TAKES REAL WORK TO FIND THE "RIGHT" JOB. LOOKING FOR WORK IS A JOB IN ITSELF.

IF YOU ARE SERIOUS ABOUT YOUR JOB SEARCH:

* Spend a minimum of 25 hours per week looking for work
* Set up two interviews per week
* Practice interviewing until you are certain the employer is getting to know the best possible you
* Continue networking activities throughout your job search

It is easy to become discouraged when you are looking for work. These are some tips that will help.

* If you follow this rigorous schedule, you may be too busy to become discouraged
* Be prepared for a long search. The average college graduate spends six months looking for work
* Get together with other job seekers to share information, successes and disappointments
* Keep reminding yourself of the skills you can offer an employer

Many of the problems job seekers encounter relate to ignorance about the expectations of employers. What do employers want in an employee? How do you convince this particular employer you possess the necessary skills and abilities to do this job? The answers to these questions are really very simple.

EMPLOYERS HAVE EXPECTATIONS ABOUT YOUR *APPEARANCE*

Do you look like the right person for the job?

* Psychologists say you have 30-40 seconds to make a good impression
* Appearance consists not only of how you look, but also how you speak and act

- The paperwork used in your job hunt (application, cover letter and resume) is an important part of appearance

- Knowing how to look "professional" can aid you in overcoming employer bias

EMPLOYERS HAVE EXPECTATIONS ABOUT YOUR *DEPENDABILITY*

Do you act like the right person for the job?

- You can demonstrate reliability and punctuality during the application process

- Providing examples of your good attendance, reliability, and honesty can aid in convincing the employer of your dependability

EMPLOYERS HAVE EXPECTATIONS ABOUT YOUR *SKILLS*

Do you have the right skills for the job?

- Know how to talk about your Job Content Skills
  - these are what most people think of as job skills
  - they are specific to the occupation
  - Job Content Skills can be gained through employment, volunteer work or education
  - knowing the language of the trade can help convince the employer you know the job

- Know how to talk about your Transferable Skills
  - these are universal skills
  - Transferable Skills are any skills you can use on this job and can be gained through any of your activities
  - These skills are often the most important to the employer
  - emphasizing these skills can help you make a successful transition from school to work or during a career change

- Know how to talk about your Self-Management Skills
  - these are personality traits, they can be developed but are often just part of you
  - half of the people who are unsuccessful on the job do not fit in with the people in the organization, Self-Management Skills are very important

ONE OF THE BIGGEST PROBLEMS IN DOING THE PREPARATION NEEDED TO DO WELL IN AN INTERVIEW, COMPLETING AN APPLICATION FORM OR WRITING A RESUME IS SIMPLY REMEMBERING AND DOCUMENTING WHAT YOU HAVE DONE, YOUR SKILLS AND ABILITIES, AND THEN BEING ABLE TO WRITE THEM DOWN OR TO TALK ABOUT THEM TO AN EMPLOYER.

NATIONAL FIGURES REPORT

90% of applicants can't answer problem interview questions
80% of applicants can't identify or describe their skills
40% of applicants present a poor appearance whether in person or on their applications or resumes

EMPLOYER EXPECTATIONS OF APPEARANCE, DEPENDABILITY AND SKILLS CAN BE MET, AT LEAST IN PART, BY HAVING COMPLETE, ACCURATE INFORMATION.

YOU NEED TO:

* understand employer expectations and have the techniques to confidently talk about the skills and abilities you have
* organize all that information you are likely to be asked during the job search process
* deal with your flaws first on paper, before they can hurt you in an interview or on your paperwork

THE ACTION BASED JOB SEARCH

There is a big difference between "getting a job" and "choosing a position" in a type of work you will enjoy and that will use your best skills.

9 out of 10 unemployed people just "get a job" because their job search is a **REACTION** to job leads they see in the newspaper, employment office, or............
This method often results in a very long job search that ends in a job the job seeker really doesn't like or plan to stay with.

The other 10% of job seekers know that an effective job search is based on a well planned, systematic set of **ACTIONS** that are directed toward the type of work they really want.

The following **ACTIONS** are based on two known facts about jobs:

#1 Only 1 out of 5 available jobs get listed with employment offices or newspapers - yet 90% of unemployed people rely on these sources for their job leads. This means few jobs and lots of competitions.

#2 The other 4 out of 5 jobs - called the "Hidden Job Market" - open and close quietly and are usually filled by the 10% of seekers who use appropriate job search methods. This means lots of jobs and little competition.

EXPLORE your work options. Realistically look at your current skills, likes, dislikes and your ability to learn new things.

CHOOSE one or two types of work you would enjoy and have at least the basic skills for. Your choices should consider your best skills and the number of potential job openings there are in the field you've chosen.

TARGET 10 to 20 employers in the area that would hire someone to do the type of work you want.

RESEARCH your target companies to learn who is the manager, how many people are employed, salaries and other information that would be helpful.

DEVELOP a list of friends and relatives who will help you find job leads, help you find out more about your target employers or who can refer you to someone else who can help.

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PREPARE	a sales pitch for yourself that highlights your education, experience, transferable and self-management skills.
CONTACT	each employer on your target list and deliver your sales pitch. Stress your interest in the work and in the company. Also contact your friends and relatives to let them know about your skills and job goals.
FOLLOW-UP	weekly, or at least twice a month. Tactfully remind each employer and friend or relative that your are still interested and available for work.

Adapted from "Job Club System: The Action-Based Job Search" by Larry Taylor.

ESSENTIAL SKILLS FOR THE WORKPLACE

IN A REPORT GENERATED BY THE U.S. DEPARTMENT OF LABOR AND THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT IN THE MID 1980'S, 7 BASIC AREAS OF COMPETENCE ESSENTIAL FOR SUCCESS IN THE WORKPLACE WERE IDENTIFIED.

THEY ARE:

1. **Knowing how to learn.** In this age when the amount of information is doubling every 3 years, it is critical that workers know how and where to acquire the information they need. They must also know how to turn this information into skills they can use. This self guided activity forms the foundation for the other 6 areas.

2. **Reading, Writing and Computation.** It is not only necessary to have these basic skills but also important to understand their application to specific work areas.

3. **Communication: Listening and Oral Communication.** On an average workers spend 23% of their time speaking and 55% listening. Clearly these skills are critical to success on any job.

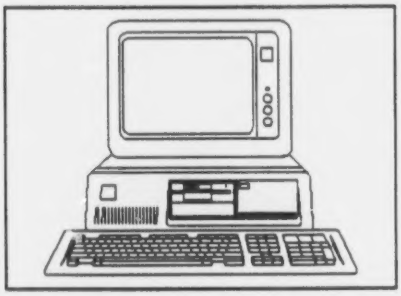
4. **Adaptability.** In this competitive world, employers are increasingly turning to new methods of streamlining and managing their companies. Problem solving and creative thinking are more and more important to all areas of the workplace.

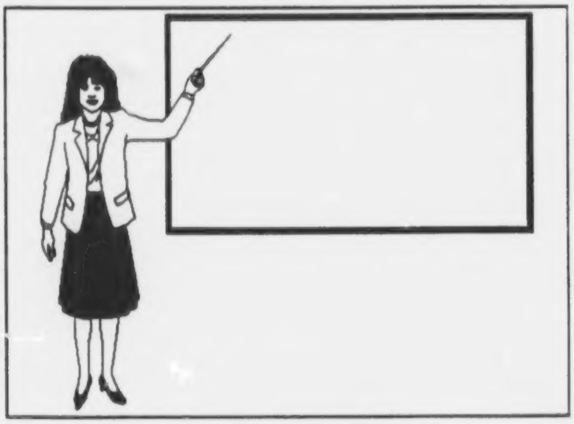
5. **Personal Management.** It is vital that an employee demonstrate motivation and an ability to develop and implement goals. This attitude of self-responsibility must be developed initially in the family and school.

6. **Group Effectiveness.** Interpersonal and negotiation skills along with teamwork are necessary to work well in the teams that are increasingly used in many business settings.

7. **Influence.** People need to understand the goals of the organization and how to motivate their fellow employees to meet these goals.

SKILL SHEETS





USE THESE SHEETS TO DETAIL YOUR ACCOMPLISHMENTS

SKILL SHEETS: YOU WILL NEED THIS INFORMATION TO FILL OUT AN APPLICATION, COMPLETE A RESUME AND ANSWER INTERVIEW QUESTIONS.

JOB/VOLUNTEER WORKSHEET

The first worksheet you will fill out is the Job/Volunteer Worksheet. This is the place to collect all the information you will need to convince the employer you have the necessary skills and abilities to do the job.

Be sure to include all the detail you can. The employer wants to know about your skills in working with people, data and things. Most jobs involve working with some combination of these skills.

For instance.... You worked as a waiter/waitress in a busy restaurant. Though you may think this didn't provide you with many marketable skills, in reality you developed competency in working with people, data and things. You used people skills like handling complaints and providing customer service. You used data skills in correctly entering people's orders. You used things skills when you handled kitchen equipment and serving trays.

TREAT VOLUNTEER EXPERIENCES JUST LIKE PAID EMPLOYMENT. THE EMPLOYER WANTS TO KNOW THAT YOU POSSESS THE SKILLS HE/SHE NEEDS, NOT HOW MUCH YOU GOT PAID FOR DOING SO.

JOB/VOLUNTEER WORKSHEET

Name of organization:
Address:

Employed from:____________ to:___________

Job Title:
Supervisor's name:

Machinery or equipment used:

Data, information, or reports you created or used:

People oriented duties or responsibilities to co-workers, customers, others:

____

____

Services you provided or products you produced:

____

____

____

____

____

Reasons for promotions or salary increases or details on anything you did to help the organization:

____

____

____

____

TRANSFERABLE SKILLS WORKSHEET

After carefully analyzing what you actually did on a job, continue your job search preparation by completing the Transferable Skills Worksheet. You will find that the longer you study the tasks you described in your Job/Volunteer Worksheets, the more transferable skills you will be able to come up with. Transferable skills are particularly important if you are changing career directions, fresh out of school or you haven't held a paid position for awhile.

TRANSFERABLE SKILLS CHECKLIST

Key transferable skills:

____Meeting deadlines
____Speaking in public
____Supervising others
____Accepting responsibility
____Solving problems
____Managing people
____Meeting the public

____Planning
____Controlling budgets
____Increasing sales
____Instructing others
____Managing money or time
____Meeting deadlines
____Organizing projects

DEALING WITH THINGS

____Assemble
____Build
____Construct, repair
____Drive vehicles
____Good with hands

____Make things
____Observe, inspect things
____Operate tools, machinery
____Repair things
____Use complex equipment

DEALING WITH DATA

____Analyze data, facts
____Audit records
____Budget
____Calculate, compute
____Classify data
____Compare
____Count
____Compile

____Investigate
____Keep financial records
____Locate answers
____Manage money
____Negotiate
____Inspect, record facts
____Observe
____Research

Key transferable skills:

____Detail oriented
____Evaluate

____Synthesize
____Take inventory

WORKING WITH PEOPLE

____Administer
____Care for
____Confront others
____Demonstrate
____Diplomatic
____Help others
____Insight
____Interview others
____Kind
____Listen
____Negotiate
____Outgoing

____Patient
____Persuade
____Pleasant
____Sensitive
____Sociable
____Tactful
____Teach
____Tolerant
____Tough
____Trust
____Understand

USING WORDS, IDEAS

____Articulate
____Communicate verbally
____Correspond with others
____Create new ideas
____Design
____Edit
____Ingenious

____Inventive
____Logical
____Remember information
____Research
____Speak in public
____Write clearly

LEADERSHIP

____Arrange social functions
____Competitive
____Decisive
____Delegate

____Motivate people
____Negotiate agreements
____Plan
____Run meetings

Key transferable skills:

____Direct others
____Explain things to others
____Get results
____Mediate problems

____Self-controlled
____Self-motivated
____Solve problems
____Take risks

CREATIVE, ARTISTIC SKILLS

____Artistic
____Dance
____Drawing, art
____Expressive

____Music appreciation
____Perform, act
____Play instruments
____Present artistic ideas

WRITE YOUR TOP TEN TRANSFERABLE SKILLS

ADAPTIVE/SELF-MANAGEMENT SKILLS WORKSHEET

Adaptive/Self-Management Skills are those personality traits that you exhibit most of the time. Desirable traits, like being well-organized or very creative, are extremely attractive to an employer. Spend some time studying this list of traits. Just the fact that you have come this far in your quest for employment certainly indicates you have personality traits like perseverance and self-confidence.

ADAPTIVE/SELF MANAGEMENT SKILLS CHECKLIST

BASIC ADAPTIVE SKILLS

____Good attendance
____Arrive on time
____Meet deadlines
____Hard-working, productive

____Honesty
____Follow instructions
____Get along with peers

OTHER ADAPTIVE SKILLS

____Ambition
____Patience
____Assertiveness
____Learning quickly
____Sincerity
____Solving problems
____Friendliness
____Good sense of humor
____Physical strength
____Good sense of direction
____Self-motivation
____Result-oriented
____Pride in doing good job

____Flexibility
____Maturity
____Dependability
____High motivation
____Intelligence
____Creativity
____Leadership
____Enthusiasm
____Persistency
____Accepting responsibility
____Asking questions
____Willing to learn

YOUR TOP TEN ADAPTIVE SKILLS

AFTER HIGH SCHOOL WORKSHEET

This is the place to look at all those wonderful skills you learned in college or other training you've completed. If you have little job experience or the kind of entry-level job experience students typically have, you can maximize your chances for employment by paying careful attention to this worksheet. Consider the types of classes or training that will be attractive to employers. A class in speech or interpersonal communication for instance increased your ability to work with the public and other employees. Classes in computers or typing imparted valuable work skills. Examine your past experiences to see what skills you now have that you can market to an employer.

AFTER HIGH SCHOOL WORK SHEET

Courses related to job objective:

Extracurricular activities/hobbies/leisure activities:

Accomplishments/things you did well (in or out of school)

EMPLOYER REFERENCE CHECKLIST

It is very important that you know what past employers are saying about you. Most places of business do check references. If your past employer is giving you a bad or indifferent reference, you need to find some other way of providing references. You do need references that can talk about your work skills but it does not have to be that general manager that never liked you. It could be someone else in the organization with which you worked closely. Co-workers, people to whom you provided service and other supervisors make excellent references. Call your past employers and ask them these questions. It may save you from losing a job in the future.

EMPLOYER REFERENCE CHECKLIST

Employer: ______________________________

Phone: ______________________________

Employment dates: ______________________________

Position last held: ______________________________

Salary: ______________________________

Supervisor: ______________________________

Duties/Responsibilities;

____

____

____

____

____

____

Work Quality: ______________________________

Work Quantity: ______________________________

Interpersonal skills: ______________________________

Willingness to do extra work: ______________________________

Most valuable characteristic: ______________________________

Attendance: ______________________________

Least valuable characteristic: ______________________________

Would you rehire this person? ______________________________

If no, why? ______________________________

Employer: ______________________________

Phone: ______________________________

Employment dates: ______________________________

Position last held: ______________________________

Salary: ______________________________

Supervisor: ______________________________

Duties/Responsibilities:

____

____

____

____

____

____

Work Quality: ______________________________

Work Quantity: ______________________________

Interpersonal skills: ______________________________

Attendance: ______________________________

Willingness to do extra work: ______________________________

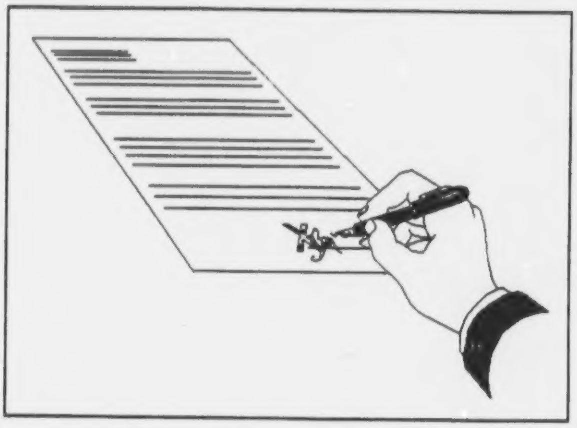
Most valuable characteristic: ______________________________

Least valuable characteristic: ______________________________

Would you rehire this person? ______________________________

If no, why? ______________________________

APPLICATIONS..........



**ARE A SCREENING TOOL,
THEY WON'T GET YOU
THE JOB, BUT THEY MAY
PREVENT YOU FROM BEING
CONSIDERED FOR THE
POSITION IF THEY ARE
NOT WELL DONE.**

APPLICATION REMINDERS

1. Be prepared!

2. Answer question as completely as possible.

3. Leave no blank spaces in question boxes. If the question doesn't apply to you, either draw a neat line through the box or print "N/A".

4. You may choose to address problem questions on the application form with the statement "May we discuss at time of interview."

5. Avoid writing "fired" on the application form, even if it applies to a given situation. Here are some acceptable responses: "seasonal employment," "to take a different position," "moved," "injury," "general lay-off," "may we discuss at time of interview," etc...

6. Each application must be:

   a. Neat
   b. Clean
   c. Complete
   d. Accurate
   e. Submitted within specified time frame

7. Always have this information available:

   a. Social Security number
   b. Driver's license
   c. Work experience (dates, company names and addresses, supervisor's name, etc).
   d. School and training experience (a number of official transcripts) records.
   e. Military record (DD Form 214)
   f. References (with referring person's permission), address and telephone number.
   g. Doctor's name, address and phone number.
   h. Emergency contact person (name, address and phone)
   i. Date of last physical exam.

8. Carry a pen and ruler.

9. Prepare a resume if you have a long and varied work history.

HOW TO HANDLE: DIFFICULT QUESTIONS ON APPLICATION FORMS

TO EXPLAIN...........

1) Gaps in employment, describe the absences using these terms:

   Returned to or began SCHOOL
   Part-time jobs
   Self employed
   Raised children
   Received career counseling/changed job goal
   Traveled
   And...Use flexible dates
   Fall 1990 - Spring 1992
   1990 - 1992

2) Job Titles: If your job title doesn't adequately describe what you did on a job, consider changing it to something more descriptive (check with former employer).

   For example: Your job title was Grocery Clerk......
   A more descriptive title would be
   Cashier/Stock Person

3) Reasons for Leaving

   - Find out what the employer is actually saying
   - Find another reference if your boss won't be a good reference.

4) Too Little / Too Much Experience - Look carefully at volunteer, educational, hobby and other experience. Write something positive in the spaces between jobs:

   * "I worked a variety of part-time job while going to school."
   * "I am new to the job market, but I am ready to put all my energy into this career."
   * "While I do not have previous paid work experience, I have listed below some of my volunteer, sports, and other activities."

- "I have over 18 months of intensive job-related training, including hands-on experience with equipment like yours."
- My children are grown and now I'm looking for a challenging position that doesn't require relocation."

If you've had many jobs, group the older ones under a heading, such as:

- "Prior to 1972 - Held a variety of increasingly responsible jobs in sales and customer service."

ADDITIONAL APPLICATION TIPS:

- Check your appearance, even when picking up application form.
- Get several copies or make a photocopy so you have a scratch copy to do first.
- Print or type - use black ink.
- Read all questions carefully first before starting.
- Make sure all your information is complete, accurate and up-to-date.
- Check your spelling.
- Ask how long applications are kept on file.

RESUMES.....PASSPORTS TO INTERVIEWS

RESUME WRITING

The first thing you need to know about resumes is that though it is necessary that you have one, it will never get you a job. Resumes are a screening tool, similar to job applications. Yes, you do need to spend enough time to create a document that is an excellent representation of your skills and abilities. However, it isn't so important that you should agonize over some long and tedious piece of writing. Your resume should be brief and to the point and address only those things the employer wants to know.

What does the employer want to know? Well, they do not want to know what your hobbies are (unless they relate to the position you are applying for). The employer does not want to know about every job you ever held going back ten years. What the employer does want to know is that you can write concisely and appropriately and you have job and transferable skills that qualify you for the job for which you are applying.

CHOOSING A RESUME FORMAT

One of the first things you need to do in order to create a resume is to choose the format most suited to your job history. You have three basic formats to choose from, the chronological resume, the functional resume and the combination resume.

The chronological resume is a very popular resume format both for job seekers and employers. It is easy to read, and details your job history very clearly. Employers like this format because they can clearly see at a glance where the job seeker has been for the period of time covered. Nothing seems to be hidden, the dates are clearly visible and each job and/or educational experience are described clearly and concretely.

The functional resume outlines skill areas rather than presenting paragraphs on each job or educational experience. Since it is somewhat more difficult to tell at first glance what skills go with what jobs, and what exactly you were doing and when, I don't recommend this format for everyone. However, (and this is a big however) for some people this is an excellent choice of resume format. If you have very little job experience, or you have a lot of varying job experiences this may be a way to present the most important skills you want the employer to know about in an easily readable format.

A combination resume takes some characteristics from the functional and chronological resumes. The job seeker's skills are described in a separate section but each job and/or educational experience are also detailed.

HOW TO START A CHRONOLOGICAL RESUME

You will need to prepare skill sheets for each job and educational experience you have had after high school. Include another sheet for other qualifications. If you haven't already, this is the time to describe in detail what you actually did on the job and/or in school.

Include a page for high school only if it was recent and you can cite some job-related classes or school activities. Include a statement about grades in high school or after high school experiences only if you have a b+ average or better.

HOW TO START A FUNCTIONAL RESUME

Identify 2, 3 or 4 major skill areas that relate to your job objective. These need to be general areas that reflect the most responsible, skilled or complex areas of the job you want.

Examples would include:
- Public relations
- Customer service
- Marketing/sales
- Office management

WRITING JOB OR SKILL DESCRIPTIONS

The next step is to write detailed descriptions of each of the job, education or skill areas you've listed.

The most effective way to start is to write short statements about your skills.
Work from the worksheets on skills, use action verbs to begin the statements. Resume language dictates that you never start with "I". You start with a verb or adjective.
For chronological resumes use each sheet for appropriate job or education.
For functional resumes use a separate sheet to list everything.
Don't try to categorize your statements now, that will come later.

ONE SKILL PER STATEMENT
CONCRETE AND SPECIFIC STATEMENTS
USE ACTION VERBS

This is a brainstorming exercise so what you want is a very long list of short statements. Try to think of everything you've done. Do not write statements like "what I was responsible for" or "duties included". Start with verbs and make action statements.

If you have a hard time getting started:

Imagine that your best friend is talking to a potential employer about you.

Think of yourself actually doing your next job and write down in short statements what you are doing, minute by minute - this also works for past jobs.

Think about what makes you stand out from someone who is average or mediocre. Emphasize the areas where you can show off your skills.

ARRANGING YOUR SKILL STATEMENTS

Chronological You will start your resume with either your most recent job or educational experience. If you have college experience that relates to your job objective, this should come first. Skill statements for each job are arranged from the most responsible/most skilled/most important down to the least. Number them 1, 2, 3, etc.

Functional Give each one of your major skill areas a letter A, B, C, etc. and then go through your list of skill statements and label each one according to the skill area it would fit under. If there is an overlap where one of your statements will fit into more than one skill area, you just have to choose the most appropriate. If you have a skill are that doesn't have many statements yet, you may want to put it there.

EDITING

Take each section - job, school, skill area:

Combine similar or related skills into longer statements.

Example	Operated IBM computers. Used word processing program. Typed annual reports.
Becomes	Operated IBM computers, used word processing program and typed annual reports.

Quantify with how much, how many or how often you performed the skill.

Example	Supervised and trained a crew of 15 direct sales people.

USE SHORT PUNCHY WORDS

Example	Excellent interpersonal communication skills becomes Excellent public relations skills.

IF YOU ARE USING THE CHRONOLOGICAL FORMAT YOU WILL PROBABLY WANT TO INCLUDE A SECTION ON "OTHER QUALIFICATIONS". IF YOU ARE USING A FUNCTIONAL RESUME YOU MAY WANT TO USE A SECTION CALLED "HIGHLIGHTS OR SUMMARY OF QUALIFICATIONS".

ASSEMBLY

Now you need to assemble all the parts of your resume.

Chronological	Name Summary of Qualifications Education Description Experience Descriptions Other Qualifications References
Functional	Name Summary of Qualifications Major Skill Areas Education/Experience References

REFERENCES

You need to assemble a separate reference sheet. Do not include your references on your resume page. If you collect three letters of reference, you don't need a reference page. These are a very good idea since many employers will ask you to submit letters of reference when you apply for a position. You can ask for a letter of reference from anyone who can talk knowledgeably about your work or education skills. This could be a former supervisor or co-worker (if you didn't have a good relationship with your former supervisor) or a teacher from your college or training experience.

FORMATTING YOUR RESUME

The best idea is to assemble your resume on a computer and save it so you can change it whenever you need to. The computer allows you to use various features to draw attention to important areas. You can use underlining, boldface, all capitals, asterisks, etc. to highlight key words, main points, skill areas, job titles, degree programs, company names or school names. However, be sparing with your highlighting or it will lose its effectiveness.

Assemble your final draft and have anyone you can ask to look at it. Put it aside and look at it again several times before you transfer it to good paper.

Your final copy should be:
    Perfect - no spelling, punctuation or grammatical mistakes.
    Typed/Word Processed - preferably word processed so you can make changes easily.
    On Good Paper - use a heavier grade of paper in white, tan, beige or other neutral color.
    With Good Print Quality - make sure your printer or typewriter has a new ribbon.

CHRONOLOGICAL FORMAT

NAME
Address
City, State, Zip
Phone

JOB OBJECTIVE (OPTIONAL)

Statement of Job Objective

WORK HISTORY

Date	Job Title; COMPANY NAME; Address
Most Skilled	* Description of Job Duties/Accomplishments * Description of Job Duties/Accomplishments * Description of Job Duties/Accomplishments
Date	Job Title; COMPANY NAME; Address
	* Description of Job Duties/Accomplishments * Description of Job Duties/Accomplishments * Description of Job Duties/Accomplishments

EDUCATION

Date	Type of Degree; SCHOOL; Address
	Courses included:
	Course Title/Description Course Title/Description Course Title/Description

OTHER QUALIFICATIONS

* Statement of Other Skills/Abilities
* Statement of Other Skills/Abilities
* Statement of Other Skills/Abilities

FUNCTIONAL FORMAT

NAME
Address
City, State, Zip
Phone

JOB OBJECTIVE (OPTIONAL) Statement of Job Objective

SUMMARY OF QUALIFICATIONS

- Statement of Skill/Ability
- Statement of Skill/Ability
- Statement of Skill/Ability
- Statement of Skill/Ability
- Statement of Skill/Ability

WORK HISTORY

Date Job Title; COMPANY NAME; Address
Date Job Title; COMPANY NAME; Address
Date Job Title; COMPANY NAME; Address

EDUCATION

Date Type of Degree; SCHOOL; Address

FUNCTIONAL FORMAT

NAME
Address
City, State, Zip
Phone

JOB OBJECTIVE (OPTIONAL) Statement of Job Objective

#1 SKILL AREA

- Statement of Skill, Ability or Achievement
- Statement of Skill, Ability or Achievement
- Statement of Skill, Ability or Achievement

#2 SKILL AREA

- Statement of Skill, Ability or Achievement
- Statement of Skill, Ability or Achievement
- Statement of Skill, Ability or Achievement

#3 SKILL AREA

- Statement of Skill, Ability or Achievement
- Statement of Skill, Ability or Achievement
- Statement of Skill, Ability or Achievement

EDUCATION

Date Type of Degree; SCHOOL; Address

WORK HISTORY

Date Job Title; COMPANY NAME; Address

Date Job Title; COMPANY NAME; Address

Date Job Title; COMPANY NAME; Address

COMBINATION FORMAT

NAME
Address
City, State, Zip
Phone

EDUCATION

Date Type of Degree; SCHOOL; Address

WORK HISTORY

Date Job Title; COMPANY NAME; Address

Statement describing job duties/ accomplishments
Statement describing job duties/ accomplishments
Statement describing job duties/ accomplishments

Date Job Title; COMPANY NAME; Address

Statement describing job duties/ accomplishments
Statement describing job duties/ accomplishments
Statement describing job duties/ accomplishments

Date Job Title; COMPANY NAME; Address

Statement describing job duties/ accomplishments
Statement describing job duties/ accomplishments

SPECIAL SKILLS

NAME OF SKILL	Description of how and when you used this skill
NAME OF SKILL	Description of how and when you used this skill
NAME OF SKILL	Description of how and when you used this skill

REFERENCE SHEET

NAME
Address
City, State, Zip
Phone

REFERENCES

Name, Job Title
COMPANY NAME
Address
City, State, Zip
Phone

Name, Job Title
COMPANY NAME
Address
City, State, Zip
Phone

Name, Job Title
COMPANY NAME
Address
City, State, Zip
Phone

RESUME EVALUATION

CHARACTERISTICS

OVERALL APPEARANCE
* makes an immediate favorable impression
* is inviting and easy to read
* looks professional

CONTACT INFORMATION
* is clearly presented at the top
* includes address and telephone information

OBJECTIVE
* is stated clearly and conveys purpose
* emphasizes strongest qualifications which are likely to match the employer's needs

CONTENT
* supports and relate to objective
* stresses skills, accomplishment sand results rather than duties and responsibilities
* is free of unrelated material
* contains no negative information

LANGUAGE
* uses action verbs to begin phrases
* uses short, concise phrases instead of full sentences
* is free from grammatical, spelling and punctuation errors

LENGTH
* is brief - not more than two pages - but long enough to give a complete description of qualifications

ACTION VERBS

MANAGEMENT SKILLS

administered
analyzed
assigned
attained
chaired
contracted
consolidated
coordinated
delegated
developed
directed
evaluated
executed
improved
increased
organized
oversaw
planned
prioirized
produced
recommended
reviewed
scheduled
strengthened
supervised

COMMUNICATION SKILLS

addressed
arbitrated
arranged
authored
corresponded
developed
directed
drafted
edited
enlisted
formulated
influenced
interpreted
lectured
mediated
moderated
motivated
negpotiated
persuaded
promoted
publicized
reconciled
recruited
spoke
translated
wrote

RESEARCH SKILLS

clarified
collected
critiqued
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized
surveyed
systemized

TECHNICAL SKILLS

assembled
built
calculated
computed
designed
devised
engineered
fabricated
maintained
operated
overhauled
programmed
remodeled
repaired
solved
trained
upgraded

TEACHING SKILLS

adapted
advised
clarified
coached
communicated
coordinated
developed
enabled
encouraged
evaluated
explained
facilitated
guided
informed
initiated
instructed
persuaded
set goals
stimulated

FINANCIAL SKILLS

administered
allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
forecast
managed
marketed
planned
projected
researched

CREATIVE SKILLS

acted
conceptualized
created
designed
developed
directed
established
fashioned
founded

CREATIVE SKILLS
illustrated
instituted
integrated
introduced
invented
originated
performed
planned
revitalized
shaped

HELPING SKILLS
assessed
assisted
clarified
coached
counseled
demonstrated
diagnosed
educated
expedited
facilitated
familiarized
guided
referred
rehabilitated
represented

CLERICAL OR DETAIL SKILLS
approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
validated

COVER LETTERS

A cover letter should accompany your resume. The purpose of the cover letter is to introduce your reason for submitting a resume and highlight for the employer some skills and abilities that are not covered in your resume. This is the place to tailor your application materials to the specific job for which you are applying.

FOR EXAMPLE:

Your resume highlights your skills in the area of office management. It includes details of your previous training and experience that apply to this job. In the cover letter that accompanies your resume, you can tell the employer why you want to work for this particular organization - what interests you about this place of business. You can also tell how you feel your special skills will fit in with this office environment. "I'm interested in this organization because it is a small office where I can use the variety of skills I learned in the college program I have recently completed. I enjoy working on computers as well as typing, filing and fielding questions on the telephone. I believe my ability to be flexible and versatile will allow me to be very successful in this position".

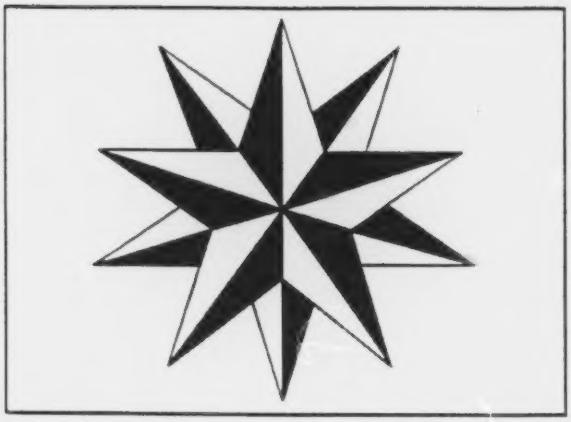
Be sure to go for the big finish. Take action to initiate another contact with the employer. "I will call next Tuesday at 11:00 to make arrangements to speak with you in person". Keep your cover letter brief. Employers do not have time to read a lengthy document and will resent being presented with one. But get to the point and make each sentence work for you.

The outline on the next page will give you a basic format to follow for a cover letter. As with any format though, be sure to vary it to fit the particular situation. When you submit a resume you may be asked to submit a particular type of cover letter. You may be asked to describe your approach to sales or teaching or any other skill area that applies to the job opening. The same rules apply as in a regular cover letter. Keep your letter brief and to the point and highlight those areas that will make you an ideal employee for that particular organization.

AN OUTLINE FOR A COVER LETTER

Applicant's Address
Applicant's Phone number (plus area code)
Date of Letter

Use complete title and address	Employer's name and Title and Address
If possible, address it to a particular person	Salutation: **Opening Paragraph(s):** State why you are writing, name the position or type of work for which you are applying and mention how you heard of the opening or organization.
Make the addressee want to read your resume. Be personable and be enthusiastic	**Middle Paragraph(s):** Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had relevant work experience or related education, be sure to point it out.
Be brief but specific; your resume contains details.	Emphasize skills or abilities you have that relate to the job for which you are applying. Be sure to do this in a confident manner and remember that the reader will view your letter or resume application as an example of your writing skills.
Top and bottom margins should be equal. equal	**Closing Paragraph:** You may refer the reader to your enclosed resume (which gives a summary of your qualifications) or whatever media you are using to illustrate your training, interests and experience. Have an appropriate closing to pave the way for the interview by indicating the action or steps you will take to initiate an interview date.
Always sign letters and note enclosure if your resume is included.	Sincerely, Your name typed



INTERVIEWS

YOU CAN BE A STAR!

NO MATTER WHAT KIND OF JOB YOU ARE APPLYING FOR....EMPLOYERS ARE LOOKING FOR CERTAIN THINGS IN THE INTERVIEW.

INTERVIEWING

One of the most scary aspects of looking for a job is the employment interview. When you learn what to expect, and how to impress the employer, you not only feel better about the experience, you are much more likely to get the job. Knowing how to answer interview questions and follow up effectively gives you a decided advantage in the employment market.

Each player in the interview has their tasks to complete. The employer must review any information they have (resume, cover letter, application or personal knowledge). You must prepare for the interview by researching the employer, practicing answers to questions, reviewing your appearance, submitting the necessary paperwork and evaluating the personality you project.

PRECONTACT PREPARATION

The employer already knows some things about you from reading your resume and cover letter. If you were referred to the employer by someone else, they may know something about you from that source.
As a job applicant, you need to review information about the company. If it is a large organization you can do some research in the public library.

RESOURCES FOR RESEARCHING COMPANIES AND ORGANIZATIONS:

Standard and Poor's Register of Corporations
Reference Book of Corporate Management
Standard Directory of Advertisers
Standard Industrial Classification
International Directory of Company Histories
Brand and Their Companies
Moody's Industrial Manual and News Report Service
Trinet Company Data Base
U.S. Manufacturing Directory
Million Dollar Directory
Job Seekers Guide to Private and Public Companies
Ward's Business Directory of U.S. Private and Public Companies

GOVERNMENT WORK RESOURCES:

Congressional Yellow Book
Federal Yellow Book
State Yellow Book

This is only a small sample of the resources available. Ask the librarian to guide you to organizational directories. If you are applying to a smaller company, you need to access more direct methods of gathering information. Calling the company to ask them to send you any written material on the company is one method as well as conducting informational interviews.

APPEARANCE

The simple rule of thumb for appearance at job interviews is to dress like the person who is interviewing you. People relate to people they feel comfortable with. If you are dressed like the interviewer, they are more likely to feel at ease in your presence.

The other rule of thumb related to dress is to dress one step up from what you would wear on the actual job. If this is a secretarial position and you would normally wear dress slacks and a nice shirt, wear a step up from this for the interview. If you are male, a suit or sports jacket and tie would be appropriate. If you are female, a dress or skirt with a jacket or sweater would do.

It is always worthwhile to have at least one outfit you could wear to an interview. Neutral colors are best; black, grey or navy blue. These can be enlivened with a brighter shirt or tie. There certainly are some special circumstances related to dress. If you are a woman applying for a traditionally male position requiring physically difficult or dirty work, you may not want to wear a dress. Always though, you should be clean (very, very), and well groomed. That means nylons and dress shoes with a skirt, shined shoes, hair freshly washed and neatly fixed and clean fingernails. An employer may notice very small details of your appearance so make it very nice.

One aspect of appearance that people often ignore is their body language. This conveys a direct statement about your personality. If you slouch, or don't smile, or swivel constantly in you chair, the employer will form an overall impression of you that is not positive. This is one of the reasons that practice interview sessions are invaluable. Practice with a coach or videotape yourself so you can evaluate how you are presenting yourself in the interview situation.

GREETING

It is critical that you arrive on time. If you don't, the interviewer will probably assume you are not reliable. When you enter the location, the interviewer will most likely extend their hand. After you have returned the handshake, they will make small talk to relax you and assess your social skills. All you need to do at this time is show the willingness to be sociable and friendly. Don't chatter, just follow the interviewer's lead in the conversation.

QUESTIONS AND ANSWERS

The interviewer will begin with job related questions about your skills, abilities, education, work experience, motivation and attitudes. The purpose of the questions is to assess your ability to get the job done and fit in with the organization. Hiring decisions are expensive. If the interviewer makes a bad decision it will adversely effect the finances of the company. And since more people lose their jobs because of an inability to fit into the social structure of the organization, the interviewer is anxious to assess your ability to blend with this particular work environment.

Anticipate what the employer will ask. In addition to preparing for basic questions you can assume they will ask, you must also prepare to talk about your skills that relate to this particular job. The way you answer questions may be as important as what you say. Look the interviewer in the eye and give smooth, practiced (not memorized) answers. Answers should be complete, though not overly lengthy.

Keep your answers positive. Never say negative things about your former employer. Show that you focus on solving problems and getting the job done.

PROOF BY EXAMPLE

STATEMENT:	I work very well as part of a team.
DESCRIBE THE EXAMPLE:	During college, I worked in the fast food industry. Each shift we had 8-10 people working and we often had 2-3 hour rush periods where, as a team, we served over 300 customers. Everyone had to know their job and cooperate or the whole system broke down and customers didn't get served.
WHAT WERE THE GOOD RESULTS?	We had very few mistakes or delays and the manager said we were the best team she had working.
WHY SHOULD THE EMPLOYER CARE?	If I can work in that kind of pressure situation, I know I can work with your staff and provide good service to your customers.

15 COMMON INTERVIEW QUESTIONS AND WHAT TO CONSIDER WHEN ANSWERING THEM:

1. Tell me about yourself. The employer wants to know about your skills and abilities and how you acquired them. The employer does not want to know personal or irrelevant information. Talk about your education and work experience.

2. What are your greatest strengths/weaknesses? Think of strong points you possess that will be useful on this job. When talking about weaknesses (yes, you do have them), talk about weaknesses that can be turned around to be positives. If you used to be less than perfectly organized, talk about the system you now use to manage your time and avoid missing appointments.

3. Why did you leave your last job? Again, this needs to be positive. If the job was boring, you might describe your search for more challenging employment. If you have added to your educational experience, you can talk about your desire for a position that uses your current talents and abilities. Never talk about leaving your job because of a conflict with your boss or co-workers. The employer can only assume this could happen again at their place of business.

4. How did you like your last job? Find some positive things to say here too. Think about aspects of the job you did like. If the job was truly unbearable and you can't think of a single nice thing to say about it, at least talk about why you are sure you will like this opening better.

5. Why do you want to work for us? This is where you can show off the research you have done on the company. Tell the interviewer how this job matches your long-range job goals. The more you know about the company, the better able you will be to answer this question.

6. What kind of salary are you looking for? This question may not be asked until you are offered the job. If it is asked during the interview, you are best to dodge the question with answers like, that would be negotiable, or I'm sure we could work that out. One concern of the employer is, can they afford you. The problem with just answering the question is you may be giving a figure that is too high or even worse, too low. If you are pushed into giving a direct answer, give a researched salary range. It is always a good idea to know the range of salaries for this job in your area.

7. What do you know about our company? Again your opportunity to show off your knowledge of the organization.

8. Why should we hire you? This question can be problematic for people who find it difficult to brag about themselves. Don't be afraid to be proud of your skills. If you are afraid to brag, there will certainly be another applicant who won't be so afraid, and they will more than likely get the job.

9. What are your long-range goals? Interviewers are impressed with applicants who know where it is they want to be in five years or ten. They are very impressed with applicants who can talk about how this job they are applying for fits in with their long range goals.

10. You seem over-qualified (or under-qualified). Explain how this job fits in with your plans. Maybe you have the education but not the work experience to move ahead in your field. Maybe you have experiences from hobbies or volunteer work that qualify you for the job.

11. What were your most rewarding experiences in school? This question can be answered in many different ways. You may be thrilled that you maintained a high GPA while working almost full-time. Or you may have been an active member of a club on campus. This is an opportunity for you to share what it is you most enjoy and give the employer an insight into your strengths.

12. Tell me about a conflict situation you have dealt with and how you resolved it. The employer wants to know if you have problem solving skills. Don't dwell on the conflict, spend time detailing your solution. Be positive about the outcome.

13. Who can we contact as references? College teachers who know you well and can talk about your work make good references. So do employees you worked closely with if you are unable to use your boss as a reference.

14. Do you prefer to work alone or in a group? The employer wants to know that you can work as part of a team. They also want to know that you can continue to work when alone. The emphasis you place will depend on your personality, but keep in mind the concerns of the interviewer.

15. What did you accomplish on your last job? Were customers pleased with the service you gave? Did you receive merit raises or promotions? Did you receive any awards or special recognition for an accomplishment? Think carefully about the positive things that happened.

YOUR QUESTIONS FOR THE EMPLOYER

After the interviewer has asked questions for you to answer, they will ask if you have any questions for them. You must have some intelligent questions. This is your chance to show the employer you are sincerely interested in the job. This is your chance to show the employer you have done your homework. Finally, this is your chance to demonstrate a willingness to adapt to this particular organization.

WINNING QUESTIONS

Good questions are related to the job for which you are applying. Ask questions about the job duties, opportunities to advance, company outlook and necessary qualities for new employees to possess.

LOSING QUESTIONS

Do not ask the employer questions that are designed to find out what the employer can do for you. Yes, you are of course interested in the salary offered. This, however, is not the time to broach salary questions. Wait until you are offered the position to start these negotiations. Do not ask about benefits, vacation or other self centered questions.

EXAMPLES OF WINNING QUESTIONS

1. What do you see as my greatest strengths and weaknesses in this position?
2. What is the most urgent or difficult part of the job?
3. What are the primary duties of this position in the first six months?
4. I know that your company _______________, I see myself fitting in this way _______________, do you agree with that?
5. When will you be making the decision to fill this position?

THE BIG FINISH

Remember the employer's last impression of you should be a strong one. Don't forget to ask for the job. In a competition between more or less equal candidates, it may be the one who asked for the job who is successful in the end. This is not being pushy. This is indicating a sincere interest to be employed by this organization.

Be sure to shake the interviewer's hand and thank them for their time. Ask when they will be making a hiring decision and if you can check back with them at a certain time. As always this should be accompanied by a friendly smile and a firm and confident hand shake.

FOLLOW-UP

The best follow up includes a written thank-you note to the interviewer. This can be as simple as a hand-written note on a thank-you card or as involved as a more formal follow-up letter. For sure you should thank the interviewer for their time, express interest in the job and remind the interviewer of your top skill. If you write a follow-up letter, take the time to explore again why you feel you are a good fit with this job and the organization.

A follow-up phone call can be arranged at the time of the interview or can be suggested in the follow-up letter. Call to express your continuing interest in the job and introduce a new point about your qualifications.

HOW TO HANDLE ILLEGAL INTERVIEW QUESTIONS

In a perfect world employers would ask only legal interview questions. They would base all of their hiring decisions on the applicant's skills and abilities. However, people being people, it is always possible you will run into an employer who allows personal bias to play a part in hiring decisions. The questions you are asked may be personal and in some cases illegal.

The purpose of existing state and federal laws is to protect the job applicant from discrimination in the hiring process. With little training you can easily recognize an illegal interview question. Much harder is the decision on how to handle the question. A question is illegal if it has no bearing on the person's ability to do the job. Therefore questions related to arrest records, place of birth, disabilities (except as they inhibit the person's ability to do the job), race, religion, marriage, children, age, etc. are by their very nature illegal.

The only exceptions to these laws are BFOQs. These are bona fide occupational qualifications. This means that the job requires certain qualifications (for instance personal appearance for a movie actor/actress) that require questions that in other settings would be considered illegal.

WHAT OPTIONS ARE AVAILABLE IN RESPONSE TO ILLEGAL QUESTIONS?

1. Simply answer the question. Many job applicants choose this answer to illegal questions. The problem with this approach is that you may be screening yourself out of a job. If the employer prefers to employ only Lutherans and you share the fact that you are Jewish, you may have lost the job. Human nature being what it is, it isn't always possible to understand the intent behind the question. You may be asked if you have a spouse and children. Maybe the interviewer is looking for people who have children because they believe this creates stability in an applicant. However, maybe they are worried about absenteeism due to child care concerns.

2. Refuse to answer the question. This is probably the worst approach. If you choose this strategy you will almost certainly end any chance of working for this organization. The job interviewer will believe that (a) you don't really want the job, (b) you are challenging his/her authority or (c) you won't fit into this organization. Certainly though if the question is inappropriate enough, you may not want to work for this company anyway.

3. Answer the concern of the question. This is the most difficult response and calls for some preparation. The advantages are the fact that you have addressed the concern of the employer without divulging inappropriate personal information. In many cases this is the best approach.

WHICH STRATEGY TO CHOOSE

This depends to a great extent on your personality and how badly you want the position. If an employer asks you very pointed, illegal and not-at-all job related questions about your disability, it may be a clue that the environment of the organization would not be positive for persons with disabilities.

The responses that employers like the best are to either answer the question directly or to answer the concern behind the question. Not surprisingly, they do not like applicant's to refuse to answer the question. While you may be giving up your legal rights by answering an illegal question, the job may be important enough to you to risk this path.

Again though, the best answer is often to answer the concern behind the question wherever possible without divulging too much personal information. This approach requires practice beforehand. You would need to think about possible illegal questions and how to respond to them prior to the interview. Most employers will be receptive to this approach.

In order to do this you would need to be familiar with illegal topic areas, practice answers to them while devoting time and attention to those questions that would particularly bother you. Having a friend perform a trial interview with you is one excellent way to practice. Renting a videocamera to tape a practice session so you can evaluate your own performance is another excellent way to practice.

EXAMPLE: Let's say you are applying for a job as an elementary education teacher. The job interviewer asks you what religion you practice. In this circumstance it may not be best to simply answer the question. What if the interviewer has a bias for a certain religion and you don't practice that religion?
You could say......"My religion is very important to me, but an even more important consideration is the religion of the children in my classroom. I wouldn't want my religion to be more important than their's."
Or you could say......."My religious beliefs are an important and very private matter. I am a very moral and honest person."

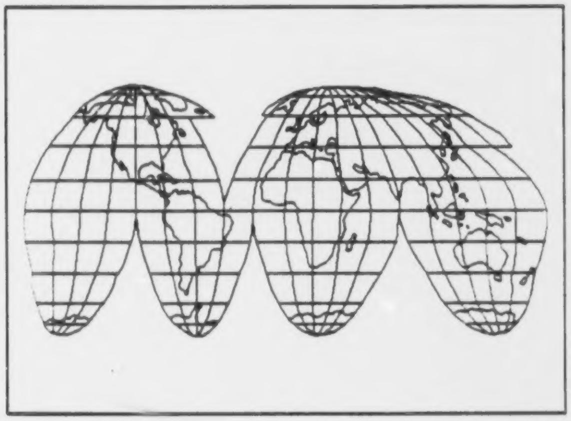
EXAMPLE: If you are asked details about your disability that are not job-related, you can use this occasion to highlight your performance without answering the question directly.
"When I was in college I was able to learn the information I needed to quickly and thoroughly. My grades were excellent."

INTERVIEW DO's AND DON'T's

Do research the company
Do prepare questions to ask
Do practice your answers
Do bring paper and pen
Do bring an extra resume
Do be on time
Do dress appropriately
Do maintain eye contact
Do wait to be seated
Do be positive
Do be honest
Do show you're a team player
Do send a follow-up letter
Do follow up by telephone
Do ask about the next step

Don't neglect appearance
Don't give limp handshakes
Don't neglect posture
Don't lack energy
Don't be rude
Don't be too familiar
Don't' give vague answers
Don't emphasize money
Don't' be indecisive
Don't be unprepared
Don't criticize anyone
Don't name drop
Don't make excuses
Don't be too aggressive
Don't talk too much

NETWORKING: **ACCORDING TO LABOR MARKET STATISTICS, NETWORKING ACCOUNTS FOR 55-75% OF JOB PLACEMENTS**



EMPLOYER CONTACTS/NETWORKING

FOUR STAGES OF A JOB OPENING

1. THERE IS NO JOB OPEN YET. The purpose of contacting an employer at this stage is to start to develop a relationship. If asked the employer will say they have no openings. But when the opening does arise, the employer will be much more likely to hire someone they already know.

   Example: Call the employer and say......Hi, my name is _________. I'm investigating the possibility of employment as a _____________. I have experience in (give details of your experience that relates to the job). I would like to take ten minutes of your time to explore the possibility of employment with your organization. Would next Tuesday at ten o'clock be all right with you?

2. NO FORMAL OPENING EXISTS, BUT ONE OR MORE CURRENT EMPLOYEES KNOW OF A POSSIBILITY. Again this stage offers the possibility of developing a relationship. There are many reasons someone in the organization may know of a job opening. Perhaps it is poor performance on the part of a co-worker, or expansion in some area of the business. It may not even be the boss who knows of a job opening. If the job seeker can talk with the right person however, they may gain invaluable information.

   Example: Find out from your source who would be the best person in the organization to call about this opening. Call that person and say........Hi, my name is __________. I have some special skills in the area of_____________. I'm excited about the possibility of working for your company. Could I come in next Tuesday at ten o'clock to explore these possibilities?

3. A FORMAL OPENING NOW EXISTS BUT IT HAS NOT YET BEEN ADVERTISED. If you were to ask about a job opening at this time you may still be told no. It may take weeks or months before the job is formally advertised.

Example: Find out from your source who would be the best person in the organization to talk to. Call that person and say.......Hi, my name is____________. I understand there is a possibility of an opening in the area of ___________ at your company. Because of my special skills in the area of _______ ______________, I was excited to hear this and hope I can tell you more about how well I would fit into your organization. Would ten o'clock next Tuesday work well for us to have a short conversation about the job opening?

4. THE JOB OPENING IS ADVERTISED. This is the stage at which every interested job seeker will know there is an opening and you will have to contend with **ALL** of them when you apply.

Example: Submit your application materials in the manner specified in the job announcement. You may certainly call the contact person named in the advertisement to ask for clarification on the application materials required. You may ask how soon there will be a decision on who to interview and if they have any questions about the material you submitted. But, remember that at this point you are competing with many other job seekers who will most likely be doing the same things you are.

NETWORKING

This means the most efficient and effective way to conduct a job search must include techniques that enable you to access the first three stages of a job opening. The way that you do this is through networking. **NETWORKING** consists of those contacts with people who may help you in your job search.

LABOR MARKET STATISTICS ON JOB ACCESS

30-40%	**FRIENDS AND RELATIVES**
25-35%	**DIRECT CONTACT WITH EMPLOYERS**
10-15%	**PUBLIC AGENCY/NEWSPAPER**
3%	**SCHOOL PLACEMENT**
1%	**PRIVATE AGENCIES**

The remarkable success of networking lies in the development of relationships. Clearly, you already have a relationship with friends and relatives. The best way to take advantage of these relationships is to tell them what they can do to help you. Direct contact with employers can be accomplished with informational interviews (which we will talk about later).

85% OF JOB OPENINGS ARE NEVER LISTED IN THE NEWSPAPER OR EMPLOYMENT AGENCY

If you owned a company where would be the first place you would look for new employees?

1. Friends and relatives or people recommended by friends and relatives
2. Friends and relatives of your own good employees
3. People who have already applied directly to your company. Employers feel safer hiring someone they know or they believe they know something about.

MORE NETWORKING

Networking provides a way to access the hidden job market. There are insiders who know where the jobs are for your field.

The only way to break into this system is through networking, creating that relationship with the employer.

WARM CONTACTS (PEOPLE YOU KNOW)
relatives
friends
other students
professors
neighbors
church members
community associations
dentist/doctor/lawyer
people who share your hobby
former employers
former co-workers
parent's friends

COLD CONTACTS (MORE TRADITIONAL SOURCES)
newspaper
employment service
yellow pages
public library -directories
chamber of commerce
professional associations
bulletin boards

WHEN NETWORKING YOU WANT TO FIND:

1) People who are easy to approach and talk to.
2) People who are knowledgeable and successful in the field.
3) People with lots of connections.
4) Other job seekers.

* Make your first contacts with people you know well and who will respond positively to your request for information and help.

AND

* Build on these first contacts to gradually widen your circle of people who can help you find employment.

Networking is more work, but it has some definite **ADVANTAGES:**

1) You are no longer a stranger - you either know the person or someone has referred you.
2) You can plot your own course of action - you are not dependent on what show up in the newspaper or employment office.
3) You can be original and flexible:

    * Your not competing for an open, advertised position - you may be the only one interviewed.
    * You can focus on your own skills and accomplishments - without being limited by the qualifications listed in an ad.
    * You may even be able to "create" your own position by identifying (and then filling) a need for an employer.

* If you do this properly, within the first 25-30 contacts you will have a job offer - this may/may not be the right one for you.

* **Always** follow-up with a thank you note.

* Use the telephone to get informational interviews.

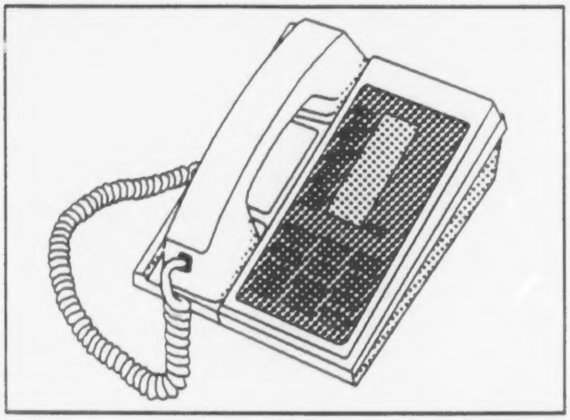
* Telephone contacts - propose to meet face to face or glean information.

* Use marketing techniques - selling yourself.

* Get referrals to other employers.

TELEPHONE CONTACTS.....

THE TELEPHONE IS YOUR KEY TO
MEETING EMPLOYERS.
USE THE PHONE TO SET UP INFORMATIONAL
AND JOB INTERVIEWS.



WHEN YOU LEARN THE RIGHT TECHNIQUES, YOU WILL BE ABLE TO LEARN SOMETHING VALUABLE EACH TIME YOU CALL AN EMPLOYER. USE THE FORMAT ON THE NEXT PAGE TO CONTACT EMPLOYERS. THINK ABOUT WHAT YOU WANT TO SAY AND PRACTICE, PRACTICE, PRACTICE.

TELEPHONE CONTACTS THAT WORK

- INTRODUCE YOURSELF

- ASK TO SPEAK TO THE PERSON IN CHARGE OF HIRING - GET THAT PERSON'S NAME
  - not personnel department - they only screen applicants, they don't hire.
  - ask for the owner / manager / head of department

- INTRODUCE YOURSELF AGAIN AND USE THE EMPLOYER'S NAME

- GIVE A BRIEF STATEMENT OF YOUR SKILLS

- ASK FOR AN INTERVIEW - 3 TIMES

  - ask to talk to the employer about any present openings - if the employer says no then.......
  - ask the employer to talk about any future openings - if the employer says no then........
  - ask the employer for an interview to get information

  USE FORCED CHOICE TECHNIQUE........
  Would next Tuesday or Wednesday at ten o'clock be better for you?

- ASK FOR A REFERRAL
  - to other organizations that just might be hiring

- ASK TO CALL BACK
  - try to establish a timetable within which to call again

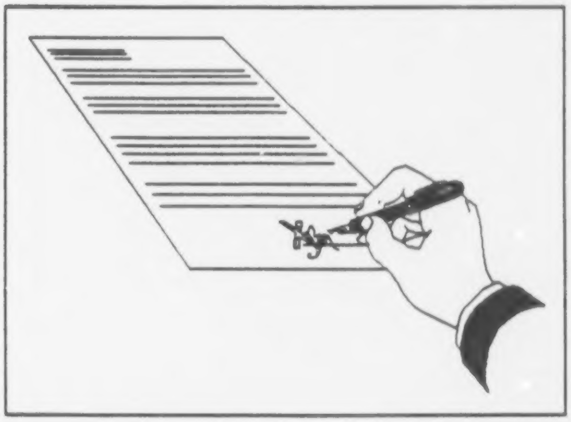
- THANK THE EMPLOYER

WHAT POTENTIAL DO TELEPHONE CONTACTS LIKE THIS HAVE???
THEY CAN GET YOU.........
- an interview - referral to another company
- more information about the business and how they hire people
- future job possibility

MARKETING

OFFERING THE VALUE OF YOUR SKILLS AND ABILITIES TO THE EMPLOYER IN EXCHANGE FOR THE JOB YOU WANT.

CAREFULLY TAILORING YOUR APPROACH TO IDENTIFY AND FULLFILL EMPLOYER'S EXPECTATIONS.



MARKETING

The next few pages in your handbook deal with the concept of "marketing". Perhaps you're wondering why there would be information on marketing in a job seeking skills manual. Very simple. When it comes to finding your ideal position, one must do a masterful job of marketing themselves. Would you buy a new product if it was presented to you in a haphazard or sloppy manner? Would you shop at a store that was run down, poorly staffed, and frequently out of merchandise? Of course not! And just like you, employers are consumers (of applicants) when they are seeking employees. They will almost always "buy" (hire) the person who markets themselves most successfully.

The definitions that follow are very straight forward and really require no further elaboration. Read them carefully and allow yourself to absorb the information so that your behavior in the job seeking market flows from these principles.

DEFINITIONS

MARKETING: THE DISCIPLINED TASK OF CREATING AND OFFERING VALUES TO OTHERS FOR THE PURPOSE OF ACHIEVING A DESIRED RESPONSE.

MARKETING: THE ANALYSIS, IMPLEMENTATION, AND CONTROL OF CAREFULLY FORMULATED PROGRAMS. MARKETING IS DESIGNED TO BRING ABOUT VOLUNTARY EXCHANGES OF VALUES WITH TARGET MARKETS FOR THE PURPOSE OF ACHIEVING ORGANIZATIONAL OBJECTIVES. MARKETING DEPENDS HEAVILY ON DESIGNING THE ORGANIZATION'S (YOUR) OFFERINGS IN TERMS OF THE MARKET'S (EMPLOYERS') NEEDS AND DESIRES. MARKETING USES EFFECTIVE PRICING, COMMUNICATION, AND DISTRIBUTION TO INFORM, MOTIVATE, AND SERVICE THE MARKET.

MARKETING VS. SALES

SALES: FOCUSES ON THE NEEDS OF THE SELLER

MARKETING: FOCUSES ON THE NEEDS OF THE BUYER; I.E., EMPLOYER NEEDS AND NEEDS OF THE JOB.

MARKETING ASSUMPTIONS

EACH PARTY:

- HAS SOMETHING OF VALUE FOR THE OTHER
- IS CAPABLE OF COMMUNICATION AND DELIVERY OF WHAT MEETS THE NEEDS AND WANTS
- IS FREE TO ACCEPT OR REJECT THE OFFER

CONCEPTUALIZING MARKETING

-1- MARKETING MANIFESTS ITSELF IN CAREFULLY FORMULATED PROGRAMS - NOT - JUST RANDOM ACTIONS TO ACHIEVE DESIRED RESPONSES.

-2- MARKETING SEEKS TO BRING ABOUT VOLUNTARY EXCHANGES OF VALUE

- MARKETERS SEEK A RESPONSE FROM ANOTHER PARTY, BUT IT IS NOT A RESPONSE TO BE OBTAINED BY ANY MEANS OR AT ANY PRICE.
- THE MARKETER SEEKS TO OFFER **BENEFITS** TO THE TARGET MARKET OF SUFFICIENT ATTRACTIVENESS TO PRODUCE A VOLUNTARY EXCHANGE.

-3- MARKETING MEANS THE SELECTION OF TARGET MARKETS RATHER THAN AN ATTEMPT TO WIN EVERY MARKET AND BE ALL THINGS TO ALL PERSONS.

-4- THE PURPOSE OF MARKETING IS TO ACHIEVE ORGANIZATIONAL OBJECTIVES

- EFFECTIVE MARKETING PLANNING REQUIRES BEING VERY SPECIFIC ABOUT TARGET OBJECTIVES.

-5- MARKETING RELIES ON DESIGNING THE ORGANIZATION'S OFFERINGS IN TERMS OF THE TARGET'S NEEDS AND DESIRES RATHER THAN IN TERMS OF THE SELLER'S PERSONAL TASTES.

-6- MARKETING UTILIZES AND BLENDS A SET OF TOOLS CALLED THE MARKETING MIX.

- THIS REQUIRES A BROAD CONCEPTION OF ALL FACTORS INFLUENCING THE BUYING BEHAVIOR (PRODUCT & SERVICES).

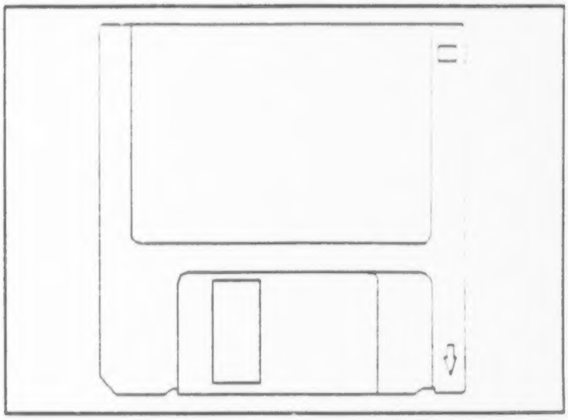
THERE ARE DIFFERENT STYLES OF MARKETING

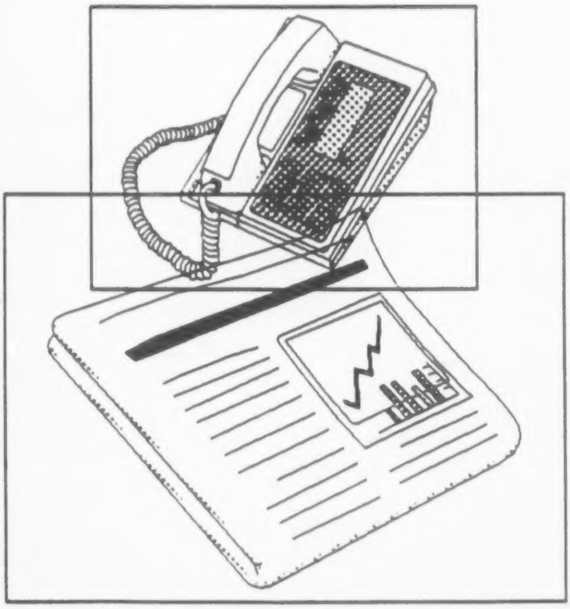
- AGGRESSIVE MARKETING -
  - HARD SELL - I.E., AUTOMOBILES, ENCYCLOPEDIAS (DOOR-TO-DOOR), LAND DEVELOPERS, VARIETY OF PROMOTIONS

- MINIMAL MARKETING -
  - NO SELL - I.E., HOSPITAL WITH CAPACITY FILLED, "DEMAND FOR PRODUCT SO GREAT, DO NOT NEED TO MARKET"

- BALANCED MARKETING -
  - AGGRESSIVE MARKETING - RELIES ON PROMOTION
  - MINIMAL MARKETING - RELIES ON PRODUCT
  - BALANCED MARKETING - RELIES ON A MIX OF QUALITY PRODUCT WITH APPROPRIATE PRE-PLANNED PROMOTION OF THE PRODUCT/ SERVICE.

SOURCES OF INFORMATION FOR SEEKING A JOB





SOURCES OF INFORMATION FOR SEEKING A JOB

INFORMATIONAL INTERVIEWS

This method of job seeking is at the heart a less traditional method of looking for a job. The first way to decide where to conduct an informational interview is to evaluate your own vocational interests and curiosities. This is the time to reflect back to even those childhood fantasies such as, "When I grow up, I'm gonna be...." Evaluate (again vocationally) the panorama of people in the world. Who are your heroines and heros? Who do look up to and admire the most? What kind of job do they have? Could you or would you like to do that? You get the idea! Run with this process and be as creative as you possibly can. Begin to develop a list of occupational fields you feel you would like to explore. Other sources of information for informational interviews might include:

* Network of contacts
* Yellow pages
* Directories
* Friends
* Co-workers
* Relatives

The actual mechanics of conducting an informational interview are simple. Once you've developed a respectable list of interest areas, the next step is to identify real business establishments that exist in your community. The purpose of the informational interview is gather information. Think of yourself as a researcher. A researcher wanting to know about many aspects of the selected company. For instance, you could explore these topics with the person you meet:

* General information about the company or business?
* How did the person you're interviewing get into this line of work?

- * Ask for a description of the "ideal applicant" from the employer's perspective?
- * Inquire about levels of employment--that will provide information about potential promotional opportunities within the work environment?
- * Ask about the short and long-range goals for the business?
- * Information about the physical layout of the facility as well as the physical layout of typical workstations?
- * Information about the physical demands/requirements of various positions?
- * Ask what the employer prefers in the applicant's education.

As with any job search method, informational interviewing has certain advantages and disadvantages. As this is one of my personal favorites when discussing job search strategies, let's first discuss advantages:

ADVANTAGES:

1) Has proven to be a more effective method of job search for countless people.
2) Much more often, this method produces a job in which you have an authentic interest.
3) Dramatically reduces the pressure on you!! Informational interviewing puts YOU in the drivers seat. The reason? Instead of you being the interviewee, you are the interviewer!! Consequently, you're apt to be less nervous and therefore more likely able to make that all-important good impression (critical if you should decide to follow-up with this same person in the future as a authentic job applicant).
4) Affords you a unique perspective with the company--an inside view, if you will. Rest assured that most of your competition in the future will not have conducted this kind of research! The inside information can make the critical difference between a job applicant coming into a job interview knowledgeable vs. blind. Who would you hire?!
5) Establishes you as a KNOWN quantity to the employer. The importance of this fact should never be overlooked because research demonstrates that employers will hire those they know before hiring those they don't know.
6) Provides a starting point in the relationship with that employer and a reference upon which to base subsequent, follow-up contacts.

DISADVANTAGES:

1) Takes time and effort to research the companies you would like to contact.
2) Involves some risk of being turned down, so requires a degree of assertiveness on your part.
3) Because this may well represent a new behavior on your part it will initially feel uncomfortable, and may seem difficult (practice and patience make for smoothness).

WORD OF MOUTH

The method of seeking job information through "word of mouth" or the "grapevine" is probably my #2 overall choice. Generally speaking, people will help those they know. Think about it now. If you had a friend in need, and you knew exactly what it was he or she needed, and it was within your power to deliver, would you? Of course!! Using this less formal "networking" method of job seeking can be fun. In addition, this practice increases your power as a job seeker. Can you picture all those additional eyes and ears (this is, of course, assuming you have friends, neighbors that like you, and relatives who care) listening out for potential leads! You can imagine that between the leads you would be turning up yourself, plus those others from your "grapevine"turn up, you could be one busy person as you respond to the job leads.

Who are the people that would make up this "grapevine" or "word-of-mouth" network? They could include friends, neighbors, relatives, co-workers, or potential employers. The reason for using potential employers is so that when an opening in their firm develops, you'll come to mind. The network might also include former employers who recognized you as a valuable employee. They just might want to lend you a helping hand now if you let them know you're on the hunt for a new position. You probably can't have too many people helping you at a time like this. The morale of this story is: Don't be shy!

As with any job-information seeking method, there are advantages and disadvantages. On the advantage side, you need to remember that 80% of jobs in the U.S. are filled through a "word-of-mouth" grapevine. A possible disadvantage could be that if you're currently employed, you may not want to tip off your co-workers or present boss that you're looking for work elsewhere.

UNIONS

Unions are a potentially wealthy source of information about the employment market. If there is one single feature that characterizes the image of unions it is cohesiveness. That translates into a large, usually well organized network. The nature of the union is people helping people. So the task for the job hunter is to become very well acquainted with, or connected to an appropriate, local union.

Locating the unions in your city shouldn't be too much of a problem. The Yellow pages in the back of your telephone book ought to list the major union organizations (addresses and telephone numbers). In the event that you live in a large, metropolitan area, the city library would house that information too.

There are a few choices when it comes to initially contacting a union. Writing, stopping by, or calling on the telephone. Your initial contact should be to inquire about the kind of services they offer. Many, if not most unions, have abundant printed materials available at no cost. As you consider the manner by which you make your first contact with a particular union group, remember this basic information. You are most effective if you contact people **face-to-face**. A piece of paper (like a resume) can quickly be disposed of or set aside. A real, live body though, requires a human response. Think of it as an opportunity to become a known quantity, and an opportunity to make a strong, positive impression. While the office you visit may or may not offer specific job placement services, you may happen upon a union officer willing to offer you an inside tip. If nothing else, you can ask for the names of other people who could assist you further. It would be appropriate to send helpful persons you may have contacted a thank-you note. The note should be postmarked not more than 24 hours after your contact. That way, the recipient will probably still remember you when he or she opens the note (yet another **positive** point of contact)!!

As with other sources of job-seeking information, this source has its' advantages and disadvantages. First of all let's look at advantages. When contacting union personnel you are obtaining employment information from those who are in contact with numerous potential employers on a regular basis. The other advantage is that you're likely to pay no fee. Two disadvantages are that this method requires time and effort and requires some courage to call people you don't know. But as the saying goes: No risk, no gain!

YELLOW PAGES

First of all, and needless to say, one can locate the yellow pages in your local telephone directory. The yellow pages can serve as an excellent source of business (and therefore employment) listings. Each listing represents a potential source for an informational interview. More realistically, the listings that correspond to your specific area of interest, can serve as possibilities for contact.

You might wonder specifically how to go about making your "fingers do the walking for you" through this section of the phone book. Well, to begin with, just read through the index in the back of the Yellow Pages to identify the various categories. The category entitled "Associations" is an especially rich source of information. From what you find there develop a list of categories of **positions** and **types of places** in which you have an interest. Here are a couple of ways to proceed:

1. Start calling each listing to inquire about the possibility of employment.
2. Select a few places and check them out--visit the business and inquire about possible employment (you could set up an informational interview and check them out that way as well).

Even if there aren't any current positions available, you could inform them that you're interested in their company and any positions that might develop in the future. Be sure you get the name of a contact person within the company for future reference.

Here are the advantages and disadvantages of this method. Advantages include the fact that it is free and easily available. The Yellow Pages have proven to be an effective method of identifying potential employers. From the employer's perspective, your use of this method will demonstrate that you have real initiative. The possible disadvantages are that looking up the information, listing it out and making the contact, takes time. In addition to that, the cold contact will require some courage.

SPECIAL INTEREST GROUPS

Special Interest Groups can be invaluable as a source of information during your job hunt process. Some examples of such groups include:

- Veterans Administration and organizations
- Women's organizations (NOW, WOW, etc.)
- Women's Centers
- Chamber of Commerce
- Rotary, Lions, Kiwanis
- Community Centers
- Forty Plus Club
- Parents Without Partners
- American Association of Retired Persons

As above, you will probably locate these organizations through the Yellow Pages or at your public library. Actually, telephoning your librarian might help. Once he or she becomes familiar with what you're needing, you could use that person for an information source on a regular basis.

Once you have the name of the groups that interest you, give them a call to see if they would actually be able to help you. Inquire as to the kind of services they offer. Let them know what you're looking for in the way of employment opportunities. Ask for suggestions of where you might be able to find additional help. Who knows?? They might even have a job opening in their agency.

Remember why these groups exist. Often they were formed because many of the original members had experienced personal/professional problems that were solved when approached collectively. It is to your advantage to find **groups** that have problems, concerns and goals that are similar to yours. Therein lies understanding, and most often no fee. As above, the disadvantage is the time factor and the cold contact with persons you didn't previously know.

PROFESSIONAL JOURNALS, NEWSLETTERS AND TRADE MAGAZINES

These publications are very good sources of employer information as well as sources for informational interviews. You could find copies of these materials in your local library. In addition, persons currently employed in a particular field may be subscribing to relevant publications. Perhaps they would be willing to lend you their copy. Should you become aware of a publication that is right up your alley, there is nothing preventing you from subscribing yourself. You can do that whether you're a member or not.

Professional journals, newsletters and trade magazines provide a host of field related articles and they have a very practical application too. Most have regular sections of want ads. A job seeker could scan the articles for openings of new businesses, announcements of government grant awards, or new products. Those pieces of information translate (=) **NEW JOBS**. Browsing through this kind of professional literature will leave you informed about the most recent jargon in the fields that interest you.

Here are some examples of professional journals, etc...:

- *E.A.P. Digest*
- *Publishers Weekly*
- *Chronicle for Higher Education*
- *American Journal of Public Health*

Advantages and disadvantages of this method? As far as advantages, these publications represent information from a direct source. Know that most of the jobs that you'll see in these journals never get published in newspapers or registered with employment agencies. Also, for just the price of the magazine you receive a monthly, biweekly, or weekly source of job listings in the specific field of your interest. A disadvantage with this method is that if you're relatively unskilled, many of the positions listed in the journals are for highly trained, educated or experienced personnel. Occasionally, though you are apt to spot positions that require less formal training in the field.

PLACEMENT OFFICES

As you're making the rounds as a job seeker, gathering information, it's not a bad idea to check with placement offices. These offices are found at colleges, universities, community colleges, technical schools, proprietary schools and are there primarily to provide placement services to their students. On campus, they can be located by checking in a student handbook or school telephone directory. Otherwise, check with your advisor, counselor, teacher, or other students who might have utilized the service.

These offices provide a myriad of services for students. You may want to begin your relationship with office personnel with a phone call regarding procedures. Another option would be to stop by and request an explanation of the services available. Pick up a office brochure if one is available. At any rate here are some of the services typically offered:

- Maintaining a file of your transcript, records, letters of commendation and other pertinent job-seeking information.
- When you are applying for a job, you can provide the the placement office with the name and address and they'll send your file to the perspective employer.
- Keep and post a listing of companies and institutions periodically visiting the college to interview students.
- Set up interviews with prospective employers who come to the school.

A clear advantage of using the placement office's services is that will mail your letters, records, transcripts for you. Clearly, that saves you time and effort. A second advantage is that even after you leave the educational institution, a file is maintained and available for you. The file is one that you can add to and update. Finally, these offices usually charge no fee at all or a very small fee. Disadvantages here are few. One to consider though is that any letters of recommendation and records must be general in nature. A second disadvantage is these services are sometimes only available to graduates.

PRIVATE EMPLOYMENT AGENCIES

This section of your manual would be remiss if there was no mention of private employment agencies. As a job seeker these agencies should be nearly dead last on your list of helpful options. Given that their main goal is to make money, the personnel working such agencies are not so concerned with a "good job" for you but rather just "any job." Consequently, many of the people they "place" only remain on the job for a short period of time (placing the worker right back into job search mode with all the accompanying emotions in tow). User beware!! Attend closely to the fine print regarding fees. It could be employer paid or employee paid. The fee may represent a large percentage of your salary if you're not very careful.

OTHER POSSIBLE INFORMATION SOURCES

- County and City Personnel offices
- Civil Service Commission
- State Employment Agencies
- Shotgun letters and resumes to perspective employers

WHAT TO DO IF YOU CAN'T GET A JOB

In many fields and in some parts of the country, employment is harder to procure than it was just a few years ago. This fact adds yet another dimension to the already difficult process of securing that first important job. Listed below are some options that just might increase your long-term career prospects.

- Increasing numbers of employers are looking to temporary employees to recruit staff for peak periods or to avoid the commitment that goes along with permanent staff (i.e., benefit packages, etc...). You still receive a pay check while learning more about the world of work. In fact, temporary positions often lead to a meeting with a permanent employer and steady work.

- Evaluate you situation from time to time with career counselors, including some personnel you may not have previously utilized. Any time you are in career counselor offices, check out their bulletin boards and other publications for new job leads.

- Give thought to accepting any position that presents itself within the career field that interests you. While it may not be at the particular level you desire, once you are inside the organization, you will have the opportunity to investigate other positions and hopefully move up.

- Economic conditions vary from region to region in the U.S. economy. Periodically review financial and other publications to help spot cities and states where positions in your field are more abundant. You just may learn a lot by simply subscribing to one or two out-of-state newspapers and checking the classified ads.

- Seek work, even without pay, particularly if you fancy a specific organization or field. Valued volunteers may receive consideration when hiring does occur or you may make yourself vital by the level of your work. Hint: if you decide to volunteer, you should endeavor to get placed at a job which provides the kind of experience you know will serve your occupational needs.

- Schedule appointments with employers and others in fields which interest you. Inquire about state of the of the occupation, employment trends, and suggestions for further contacts. This process will make you a better informed candidate and you will probably come across some potential employers as you work the occupational turf. Informational Interviews like this will serve you well later.

- In the event that positions within you field are very scarce, do career counselors recommend additional training or an advanced degree to bolster your qualifications?

- Because there is often a crush of applicants for a single position, make **certain** that your letters and resumes are as strong and flawless as possible. Seek out experts to evaluate your paperwork. Seek out and attend workshop or classes on job seeking skills. Practice your interviewing techniques and strengthen those skills.

- Research! Research! Research! You really can't know too much about potential employers. Assume that your competitors have done their research. Make certain that your knowledge about potential employers is clearly reflected in applications submitted and other paperwork heading for the employer's desk.

SELF-ADVOCACY

LEARNING TO IDENTIFY YOUR NEEDS
ASKING FOR WHAT YOU NEED
BEING MORE INDEPENDENT
TAKING RISKS
TAKING RESPONSIBILITY

SELF-ADVOCACY

Self-advocacy for a job seeker with a disability involves having the knowledge and skills to get the job he/she wants. Certainly this will entail reading and completing the exercises in this manual. If you want a job, you need to be ready to compete with other job applicants. This entails being ready to discuss your skills and abilities and how they qualify you for the position. This also depends on you doing your homework - having a professional quality resume, cover letter and application - knowing what the employer needs and how to answer those needs.

Since the focus of the rest of this manual has been on supplying you with the knowledge to conduct a job search, this section will focus on how to apply that knowledge. How do you speak up for your rights? How do you assert yourself without losing your opportunities? How do you advocate for your rights as a person with a disability?

The key to self advocacy is to have the information you need and then to apply that information appropriately. You must understand your strengths and weaknesses and be ready to explain how you will fit into this organization. You need to be the expert on the accommodations you will need. If you can't answer questions about how your disability will impact employment, how can the employer? You have spent some time exploring your skills, the laws that apply to you and how to "sell yourself" to the employer. These are vitally important knowledge areas for conducting a job search. Now we will look at the skills necessary to apply that knowledge and become your own "self-advocate".

Some of the skills you need we have already discussed in other chapters: knowledge of your strengths and weaknesses and how to convey that to an employer, knowledge of your disability and what accommodations you need to be successful on the job, knowledge of your rights under the ADA, and goal setting.

SOME OF THE SKILLS YOU NEED TO BE YOUR OWN SELF-ADVOCATE WE HAVEN'T YET DISCUSSED. THESE ARE........

PROBLEM SOLVING
COMMUNICATION SKILLS
ASSERTIVENESS TRAINING
LOCATING COMMUNITY RESOURCES
MANAGING TIME
IMPROVING SELF CONCEPT
ANGER MANAGEMENT

PROBLEM SOLVING

The problem solving approach has numerous applications in daily living as well as on-the-job. Employers are very impressed with applicants who can demonstrate their ability to problem solve. Not every situation is amenable to problem solving, but when you learn to look at situations as opportunities to enhance these skills, there are many more opportunities than you would think. The particular technique outlined below has been used with married couples, between friends, in the workplace and to mediate between rival gangs.

The idea isn't so much to learn one problem solving technique and only use it occasionally when it fits the situation perfectly. The idea is to learn what problem solving is, and then to look for ways to apply those principles to various situations. Problem solving is an approach to conflict that allows that conflict to be resolved. This is a critical skill. Conflict will always exist on-the-job as well as in personal relationships. Knowing how to deal with it is an important skill.

Problem solving is a structured interaction intended to solve a conflict. In this example, the agenda is planned in advance to deal with one problem. The purpose of problem solving in this instance is to improve relationships and resolve a mutual problem.

Problem solving begins with a definition of the problem. The definition should begin with a positive statement. This sets the tone for the discussion and allows you to begin on a positive note. You then move on to describe the problem including your part in it. The idea is to define the mutual problem as quickly as possible so you can move on to solving it. The definition needs to be as concrete as possible.

Then you brainstorm solutions to the problem. At this point, you don't censor any of the solutions. Write them all down, no matter how ridiculous they seem. Once you have a complete list of possible solutions (at least 20), you narrow down the list. First you delete the obviously silly solutions. Then you discuss the rest until you both arrive at the best answer to your mutual problem.

The solution to the problem must contain observable behaviors. It must be written down so there will be no mistake about what was agreed upon. It must be a negotiated solution and involve compromise on the part of both parties. This is a quick explanation because the only way to learn problem solving is to try it yourself.

FOR EXAMPLE: Beth has been working for the fire department in a small town for six months. She is the first woman fire fighter this department has ever hired. The men in the department are not used to working so closely with a woman. They often tell crude jokes and make remarks that Beth finds offensive. She has no idea how to approach the problem without alienating her co-workers. Beth withdraws from the other fire fighters and feels resentful. The men don't understand her withdrawal and feel uncomfortable around her. No one wants to work with her and the morale of the department is not good.

DEFINE THE PROBLEM: This is a mutual problem. Beth has a problem but so does the department since it is critical that they all work well together as a team. The problem is two-fold. Beth is uncomfortable with some of the jokes and remarks the men tell. She has withdrawn from the other firefighters. The other part of the problem concerns the men in the department. They don't like working with Beth and feel uncomfortable around her. The morale of the department is adversely affected.

BRAINSTORM: Beth could charge the men with sexual harassment.
Beth could quit her job.
The fire chief could call a meeting and tell the men to knock it off.
Beth could forget it and just learn to live with the discomfort.
The men could tell her to lighten up.
The fire chief could require the men to attend sexual harassment training.
The men could quit.
The whole department could get together to talk at some neutral location.
The fire chief could call in a facilitator familiar with these kinds of situations to help with a meeting.
Beth could yell at the men whenever they tell jokes she doesn't like.
Beth should get counseling.
etc. etc. etc.

FIND A SOLUTION: The solution can be a combination of the best ideas. Maybe attending sexual harassment training, having a meeting at a neutral location so they could talk about what has been happening and Beth going to counseling would be a good combination. When you write out the agreed upon solution it needs to be specific and measurable.

The fire chief will call a meeting to explain the problem and the steps that will be taken to solve it on Monday, June 4th. The men will attend sexual harassment training the following Monday. The whole department will then meet for dinner at __________ on Friday to discuss what they have learned. Beth will be encouraged to talk with a counselor to work out her feelings and learn how to relate more positively with the men.

IF YOU ARE HAVING A RELATIONSHIP PROBLEM AT WORK, OR IN YOUR PERSONAL LIFE, IT IS FAR BETTER TO WORK TOGETHER FOR A SOLUTION THAN TO ESCALATE THE PROBLEM. THE PROBLEM WILL NOT GO AWAY AS LONG AS YOU ARE VIEWING IT AS ONLY SOMEONE ELSE'S PROBLEM.

COMMUNICATION SKILLS

Good communication skills are vital to many activities; looking for work, maintaining employment and forming personal relationships. We all communicate constantly, it's impossible not to communicate. Not talking does not stop communication. The fact that you are silent is saying something in and of itself.

We all learn to communicate while we are growing up. We learn what we observe in others. If the people we are surrounded with when we are children (parents, peers, teachers, etc.) communicate clearly and assertively, we may learn to deal with others that way too. If, as is true of most people however, the people we learn from have less than clear or assertive communication styles, we will learn to communicate in ways that are less than ideal.

Communication can be intentional or unintentional. All you have to do to illustrate this point is to think about the array of facial expressions you have seen on people and how clearly their feelings are conveyed without words.

Communication is irreversible and unrepeatable. You can wish you could take back some words, but the reality is you can't. Communication is unrepeatable because you can never copy the words, tone or intent accurately later.

Effective communication requires self-monitoring. You need to notice how and what you are communicating in order to be effective. Non-verbal communication needs to agree with what you are saying and your message must be clear. When communicating with others it is frequently a good idea to check what you heard.

COMMON MISCONCEPTIONS

More communication is always better. Actually, in most circumstances, less communication is better. People do not understand a large percent of what they hear. Often people are too busy reading non-verbal messages or reacting to their own estimate of what others are saying. The best message is simple and succinct.

Communication will solve all problems. It helps certainly, but nothing is a cure-all for every situation.

Communication is a natural ability. Communication is a learned skill, not something you are born with.

COMMON DISTORTIONS IN PERCEPTION

We are influenced by the obvious. People notice the most obvious parts of the message and often miss more subtle cues.

We cling to first impressions. If you look dirty and unkempt when you first meet someone, they will have a hard time overcoming that initial impression even if they later find out you are a brain surgeon and a pillar of your community.

We assume others are like us. It is very easy to fall into the trap of assuming that other people mean the same thing you would if you made that statement. People come from all different backgrounds and to assume you know what they mean is to risk making a large mistake.

We favor negative impressions. People remember negative things much more readily than they remember positive or neutral impressions.

COMMUNICATION/MEN AND WOMEN

One of the traps it is easy to fall into with communication is to assume that the opposite sex thinks the same way you do. Men and women are raised with different attitudes, styles and expectations and it is important to be aware of these differences.

Though there are exceptions to the rule, men who communicate more like women traditionally do and vice versa, generally speaking these norms hold true. Boys are raised differently than girls. The styles and expectations we all have were learned in early childhood. The difficult part is that communication seems so natural, we assume our way is just the right way. Often it never even occurs to us there might be a different way of communicating.

CONVERSATIONAL STYLE

Men focus on independence, women on intimacy.
Women consult with their partners more and they ask for opinions.
Women follow a conversational statement with a question to elicit more communication.

Women show understanding of other's feelings.
Men talk to get and keep attention.
Men are more comfortable speaking in large groups.
Men talk so they can solve the problem, women feel distanced by advice.
Women talk so they can achieve intimacy.
Women wait for encouragement before they speak.
Men interrupt more often.
Men are concerned with establishing status.
Men talk for information.
Women talk for interaction.

CHILDHOOD LEARNING

Boys
Groups have a leader.
Conversation is to compete for center stage.
Games have winners and losers.
The chief commodity to gain is status.
A problem is only discussed until it is solved.
There is little eye contact during a serious discussion.

Girls
Social life centers around a best friend.
Games are ones in which you take turns.
Secrets prove friendship and confer status.
Most activities have no winners or losers.
Cooperation is encouraged and practiced openly.
Problems are discussed for long periods of time.

THE IMPORTANT THING TO UNDERSTAND IS THAT THERE ARE DIFFERENCES IN THE WAY PEOPLE COMMUNICATE. THE MORE AWARE YOU ARE OF THE DIFFERENCES AND THE MORE WILLING TO ADAPT YOUR PERSONAL STYLE TO ACCOMMODATE THOSE DIFFERENCES, THE MORE LIKELY YOU WILL BE TO COMMUNICATE EFFECTIVELY WITH THE OPPOSITE SEX.

Title of source for Communication/Men and Women: Deborah Tannen Ph.D., You Just Don't Understand.

ASSERTIVENESS

The use of good assertive skills in finding and keeping a job can make a tremendous difference in how successful you are. People often confuse assertion with aggression, but there is a tremendous difference. Using aggression in the work place too often is likely to result in your being fired. Being too passive is likely to result in your not being promoted or possible again being fired.

PASSIVE

A passive person does not state what they want. They accept what happens to them without protest even when what is happening is unfair or disadvantageous. They don't speak their mind or initiate activities. They wait to see if people will hand them what they want without asking for it. The problem with this type of behavior is that their needs and wants go unnoticed. You cannot get what you want if you don't ask for it. In a work situation, if you never tell anyone what a good job you are doing, they won't notice. If you never state your objection to poor working conditions, they will never be remedied.

AGGRESSIVE

Aggressiveness involves acting against others in a way that hurts them and minimized their worth as people. You enhance yourself at the expense of another person. Standing up for yourself in a way that violates the rights of others is aggressive, as is inflicting deliberate hurt. People do not like aggressive people. They fear being hurt or devalued. Though aggression may get you what you want now, it won't last. When people are uncomfortable around other people, they avoid them. There is also a natural desire to thwart an aggressive person. Sooner or later, aggression no longer works.

ASSERTIVE

When you are assertive, you make your own choices. You stand up for yourself appropriately and have an active orientation toward life. Assertive people don't sit around and wait to be given what they want, they go after it. Standing up for your legitimate rights in a way that does not violate the rights of others is assertive. In the process you may hurt someone, but that is not your intent.

ASSERTIVE BENEFITS

You can learn to say no without feeling guilty--------YOU GET WHAT YOU WANT

You can express active disagreement respectfully-----YOUR VIEWS ARE HEARD

You can be persistent---------------YOU GET WHAT YOU WANT

You can speak up for your rights without getting hostile------YOU GET WHAT YOU WANT

You do not have to justify every opinion you have--------YOU HAVE A RIGHT TO YOUR VALUES

You can make your own choices-----------YOU FEEL GOOD ABOUT YOURSELF

You lead an active life--------------YOU CONTRIBUTE TO SOCIETY

CONFRONTIVE ASSERTION

In a situation where you need to state your dislike of a situation or behavior, you can assert yourself to initiate a change.

Start with a statement concerning the specific behavior you would like to see changed.

When you come home this late........

Go on with a statement about your feelings in this situation.

I feel angry and sad...........

Continue with a description of the change you would like to see take place.

In the future if you are going to be late, I would like you to call me.............

The last statement is an outcome - positive or negative - that will happen if they don't act to change the situation.
If you would call me when you are going to be late, I could easily save your dinner...........

BROKEN RECORD

Another way to instigate change in a situation is to keep repeating what you want.

Example: In a restaurant.........I don't think this meal is properly cooked and I want a new dinner or my money back.

Keep repeating this statement until you feel satisfied about the outcome.

CAUTION: COMMUNICATION DOES NOT SOLVE ALL SITUATIONS. ASSERTIVENESS DOES NOT SOLVE, NOR IS IT APPROPRIATE FOR, ALL SITUATIONS. THERE ARE TIMES WHEN IT IS BETTER NOT TO BE ASSERTIVE. YOU MUST EVALUATE EACH SITUATION TO SEE IF THIS IS IMPORTANT ENOUGH TO YOU TO RISK BEING ASSERTIVE. THERE CAN BE RISKS. SOME PEOPLE MAY FEEL THREATENED BY ASSERTIVE COMMUNICATION AND THE CONSEQUENCES COULD BE NEGATIVE.

THERE ARE MANY DIFFERENT TECHNIQUES YOU CAN USE TO ASSERT YOURSELF. NONE OF THEM WILL FEEL NATURAL AT FIRST. ALL OF THEM REQUIRE PRACTICE AND MONITORING OF THE INTERCHANGE. AT THE END OF THIS MANUAL THERE IS A LIST OF RESOURCES FOR FURTHER INFORMATION. READING A BOOK ON ASSERTIVENESS AND PRACTICING WHAT YOU LEARN WILL HELP. PRACTICING WITH A COUNSELOR, FRIEND, OR FAMILY MEMBER IS AN EXCELLENT WAY TO LEARN ASSERTION.

ANGER MANAGEMENT

Anger management and assertiveness go hand-in-hand. You cannot be assertive if you cannot manage your anger. Likewise, you cannot manage your anger without using assertive skills.

There are many situations in which anger may be a problem. Anger that goes on too long or occurs too frequently can have negative effects on your health and relationships. Anger that is too strong is hard to control and often results in damage to relationships.

It's important to evaluate your anger and what you do with it. Do you use anger as a clue that there is something you need to fix? Or do you allow your anger to fester and block your happiness? Anger is a valuable emotion. It lets you know that there is a problem you need to address. As such it can be a valuable catalyst for change leading to personal growth. Don't avoid your anger, let it teach you something.

Anger is a reaction to stress. There are stressors in every area of life. Whether the anger has to do with personal or work relationships or some other area of activity, it's important to learn to deal with it in a constructive way.

Anger escalates according to the messages you give yourself. Emotions do not arise in full intensity as a reaction to a situation. The situation happens, then we think about what happened, then the emotion either dies down or escalates.

EVENT..........THOUGHT ABOUT THE EVENT.........EMOTIONAL REACTION

You can learn to control your anger. Like communicating effectively, it is a learned skill. One of the most important factors in anger management is to react to the anger as soon as you feel in control and able to do so. The longer you wait to act, the longer you have to feed those angry feelings. The anger tends to escalate rather than go away if you are thinking about why you are so angry. Often what starts out as a minor annoyance becomes a full-blown anger reaction after a period of time.

COMPLETE THE FOLLOWING SHEETS TO START TO UNDERSTAND YOUR ANGER AND THE WAYS YOU CAN CHANGE YOUR REACTIONS TO ANGER.

GETTING TO KNOW YOUR ANGER

Anger is a normal, human emotion. It is intense. Everyone gets angry and has a right to his/her anger. The trick is managing your anger effectively so that it will mobilize you in POSITIVE, not negative, directions.

The first step in **ANGER MANAGEMENT** is to get to know your anger by recognizing its symptoms.

DO YOU . . .

physical	emotional	behavioral
__ grit your teeth?	__ feel like running away?	__ cry/yell/scream?
__ get a headache?	__ get depressed?	__ use substances?
__ get sweaty palms?	__ feel guilty?	__ get sarcastic?
__ get dizzy?	__ feel resentment?	__ lose sense of humor?
__ get red-faced?	__ become anxious?	__ become abusive?
__ get a stomachache?	__ feel like lashing out?	__ withdraw?
__ ______	__ ______	__ ______
__ ______	__ ______	__ ______

DOES YOUR ANGER . . .

__ last too long?
__ become too intense?
__ lead to aggression?
__ impair relationships?
__ interfere with major roles? (parent, worker, student)
__ creep out in mysterious ways?
__ contribute to physical problems?
__ come too frequently?
__ flare up too quickly?
__ ______
__ ______
__ ______

ANGER INVENTORY [Rate 1-5] Rank your anger in the following situations.

1-no annoyance	2-little irritated	3-upset	4-quite angry	5-very angry

__ You've overheard people joking about you or your family.
__ You're not being treated with respect or consideration.
__ You're singled out for corrections while the actions of others go unnoticed.
__ You're hounded by a salesperson from the moment you walk into a store.
__ You're trying to discuss something important with someone, who isn't giving you a chance to talk or express your feelings.
__ Someone offers continual, unsolicited advice.
__ You're in a discussion with someone who persists in arguing about a topic s/he knows very little about.
__ You've had a busy day and the person you live with greets you with complaints about what you haven't finished.
__ Someone is given special consideration because of his/her popularity, good looks, financial position, or family status.
__ Someone comments on your being overweight/underweight.
__ **TOTAL**

Additional situations that spark YOUR anger.

______
______
______

...perhaps it's time to work on your anger management skills!

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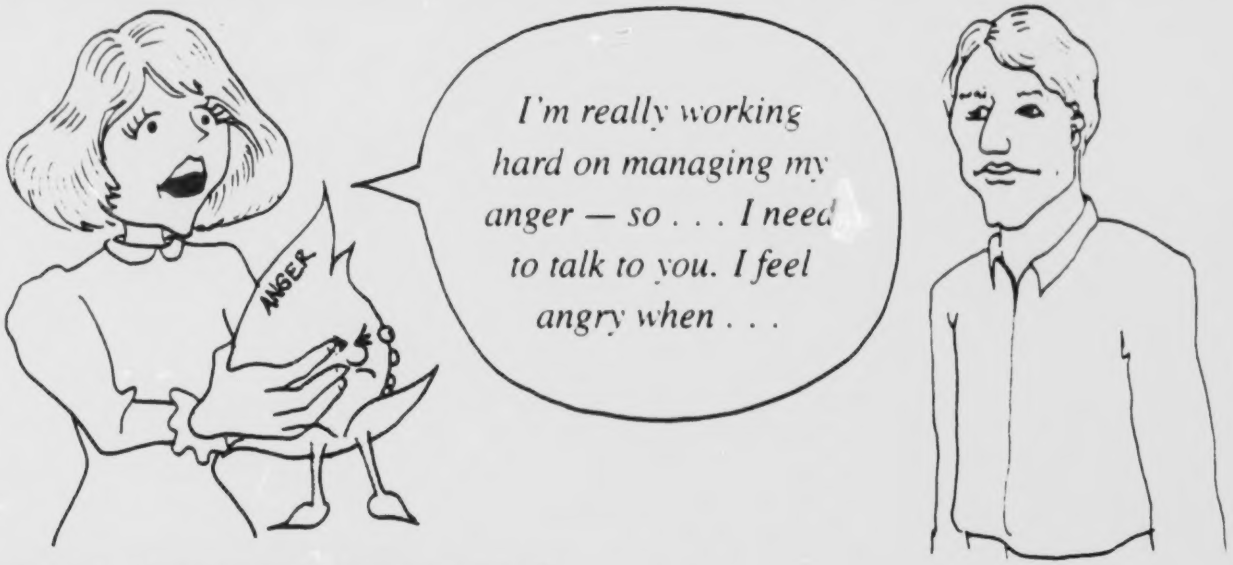
ANGER STYLES

☐ **STUFFING** ☐ **ESCALATING** ☑ **MANAGING I**


I'm really working hard on managing my anger — so . . . I need to talk to you. I feel angry when . . .
ANGER

Do you "manage" your anger?______

Do you allow anger to mobilize you in positive directions? ______

OPEN, HONEST AND DIRECT EXPRESSION is the most effective way of managing anger. Easier said than done, huh? When expressing anger directly, keep these important skills in mind . . .

- Remind yourself that anger is a normal, human emotion — it's OK to feel angry!
- Before *open, honest and direct expression*, evaluate the following —
  What was the trigger event? Is this good timing for the listener?
- Set a specific time limit for anger discussion.
- Remember your body language —
  firm voice — moderate tone — direct eye contact —
  maintain personal "space" — establish an even eye level with the listener
- Don't attack or blame the person.
- Focus on the specific behavior that triggered your anger.
- Avoid *black and white* thinking. ("You never . . .").
  Instead, "I'd prefer that . . . , then I would feel . . ."
- Use "I" statements.
  "I" feel angry when . . ." "I" feel angry that . . ."
- Avoid statements/actions that you'll regret later.
- Don't drag in old issues now.
- Check for possible compromises.
- After *open, honest and direct expression*, close the discussion, and then move on!
- ____
- ____
- ____
- When it's over, pat yourself on the back for your assertiveness!
- Say to yourself "I (and perhaps the people around me) will be better off in the long run!"

NOW say to yourself —

"By managing my anger I took an important step in improving my sense of well-being!"

[illegible] Wellness Reproductions Inc [illegible]

ANGER STYLES

☑ **STUFFING** ☐ **ESCALATING** ☐ **MANAGING**

Do you "stuff" your anger? ______

Do you tend to avoid direct confrontation? ______

"Stuffers" can deny anger...

they may not admit to themselves or to others that they are angry.

"Stuffers" may not be aware that they have the right to be angry.

Some reasons we "stuff" are:

1] fear of hurting/offending someone. ☐

2] fear of being disliked or rejected. ☐

3] fear of losing control. ☐

4] feeling it's inappropriate (not ok) to be angry. ☐

5] feeling unable to cope with such a strong, intense emotion. ☐

6] fear of damaging/losing a relationship. ☐

7] it's a learned behavior (but, it can be unlearned!). ☐

8] trying to use a different style than the one I was raised with. ☐

9] ______________________________

10] ______________________________

Consequences/Problems:

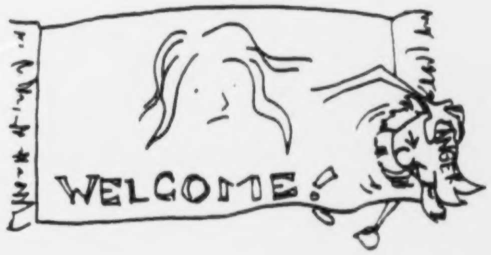
1] anger comes out — regardless.

2] impairs relationships.

3] compromises physical and mental health.

4] ______________________________

5] ______________________________



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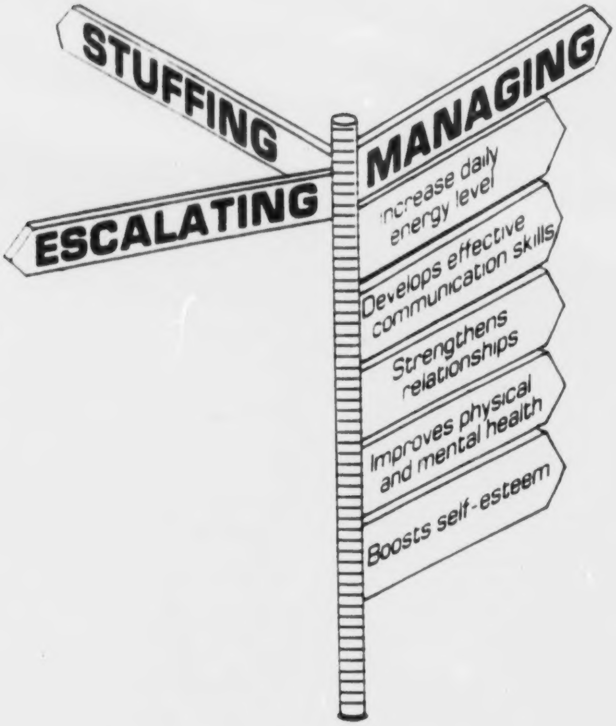
ANGER STYLES

☐ **STUFFING** ☐ **ESCALATING** ☑ **MANAGING II**

Do you "manage" your anger? ______

Do you allow anger to mobilize you in positive directions? ______

OPEN, HONEST AND DIRECT EXPRESSION is the most effective way of managing anger
[see Anger Styles - Managing I]


STUFFING
ESCALATING
MANAGING
Increase daily energy level
Develops effective communication skills
Strengthens relationships
Improves physical and mental health
Boosts self-esteem

Additional effective anger management techniques are:

1] choosing constructive (not destructive) methods/ solutions/ideas.
  A. Trying physical outlets.
    e.g. exercise, housework, crafts, etc.
    ______
  B. Problem solving and coming up with action plans.
    e.g. forming a neighborhood watch to combat vandalism.
    ______

2] involving an objective third party.
Ask someone you trust to be a sounding board.
Who might this be? ______

3] using the "empty chair" exercise.
Pretend you're sitting across from the person you're angry with and say what's on your mind.
Who is that person? ______

4] writing a letter to the person you're angry with.
You could describe your anger right now, at the time of the anger event or both. You can destroy it/you can save it/you can mail it at a later date.

5] using relaxation techniques.
Guided imagery.
Self-help tapes.
Music.
______

6] using positive self-talk.
"I am able to choose my anger style."
"I am angry but I'm not going to let it ______
______"

7] working towards anger resolution through acceptance (learning to live with the fact that certain people and situations, past, present & future, will not change).
Make realistic expectations:
What is one frustrating anger situation? ______
______
Can it really change as you'd like it to in the near future?
☐ Yes ☐ No
If not...
- realize the powerlessness over the situation.
- give yourself a time limit to be angry, and then let it go... !
- constantly remind yourself "I cannot afford to stay angry. What's at stake here?"
- recognize the need for forgiveness.
  "No painful event is allowed to contribute to my anger more than one time."
- focus on the present.

8] ______
______
______
______

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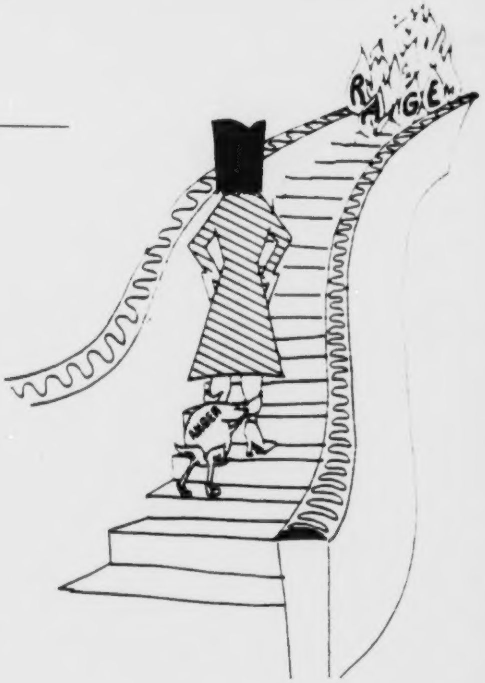
ANGER STYLES

☐ **STUFFING** ☑ **ESCALATING** ☐ **MANAGING**

Do you "escalate" to rage? ______

Do you try to control, but lose control? ______

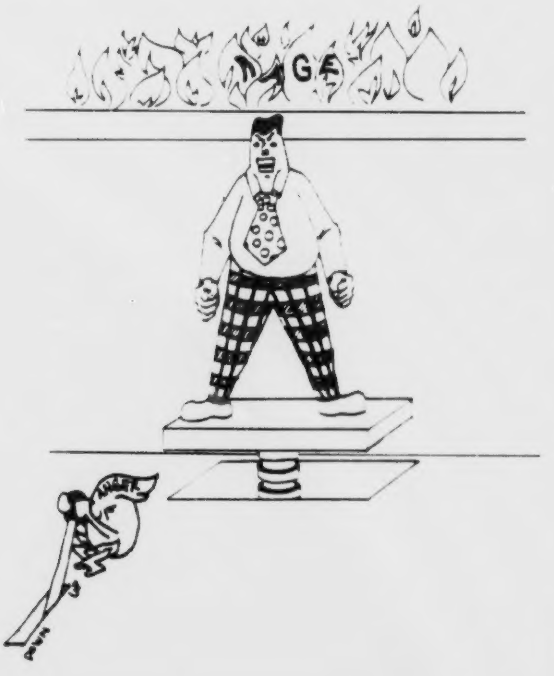


"Escalators" blame and shame the "provoker".

"Escalating" often leads to abusive situations.

Some reasons we escalate are:

1] feeling "I have no other choice". ☐
2] to demonstrate an image of strength/power. ☐
3] to avoid expressing underlying emotions. ☐
4] fear of getting close to someone. ☐
5] it's a learned behavior (but, it can be unlearned!). ☐
6] lack of communication skills. ☐
7] ______________________________
8] ______________________________



Consequences/Problems:

1] desired results may be short-term.
2] possible physical destruction.
3] impairs relationships.
4] compromises physical and mental health.
5] legal ramifications.
6] ______________________________
7] ______________________________

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ANGER DIARY

DATE & TIME	
FIRST SYMPTOM(S):	
WHAT TRIGGERED YOUR ANGER RESPONSE?	
YOUR RESPONSE:	
+ / −	
WHAT WAS SOMETHING YOU DID WELL IN THIS SITUATION?	
IS THERE SOMETHING YOU CAN DO IN THE FUTURE TO BETTER MANAGE YOUR ANGER? WHAT?	

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PREPARING FOR A SITUATION THAT YOU BELIEVE WILL RESULT IN ANGRY FEELINGS

PREPARING FOR PROVOCATION

This is going to upset me, but I know how to deal with it.
What is it that I have to do?
I can work out a plan to handle this.
Remember, stick to the issues and don't take it personally.
I can manage the situation, I know how to regulate my anger.
If I find myself getting upset, I'll know what to do.
There won't be any need for an argument.
Try not to take this too seriously.
This could be a testing situation, but I believe in myself.
Time for a few deep breaths of relaxation. Feel comfortable, relaxed and at ease.
Easy does it. Remember to keep your sense of humor.

IMPACT AND CONFRONTATION

Stay calm. Just continue to relax.
As long as I keep my cool, I'm in control.
Just roll with the punches; don't get bent out of shape.
Think of what you want to get out of this.
You don't need to prove yourself.
There is no point in getting mad.
Don't make more out of this than you have to.
I'm not going to let him get to me.
Look for the positives. Don't assume the worst or jump to conclusions.
It's really a shame that she has to act like this.
For someone to be that irritable , he must be awfully unhappy.
If I start to get mad, I'll just be banging my head against the wall.
So I might as well just relax. There is no need to doubt myself.
What he says doesn't matter. I'm on top of this situation and it's under control.

COPING WITH AROUSAL

My muscles are starting to feel tight. Time to relax and slow things down.
Getting upset won't help.
It's just not worth it to get so angry.
I'll let him make a fool of himself.
I have a right to be annoyed, but let's keep the lid on.
Time to take a deep breath.
Let's take the issue point by point.
My anger is a signal of what I need to do. Time to instruct myself.
I'm not going to get pushed around, but I'm not going haywire either.
Try to reason it out. Treat each other with respect.
Let's try a cooperative approach. Maybe we both are right.

Negatives lead to more negatives. Work constructively.
She'd probably like me to get really angry. Well, I'm going to disappoint her.
I can't expect people to act the way I want them to.
Take it easy, don't get pushy.

REFLECTING ON THE PROVOCATION

WHEN CONFLICT IS UNRESOLVED

Forget about the aggravation. Thinking about it only makes you upset.
These are difficult situations and they take time to straighten out.
Try to shake it off. Don't let it interfere with your job.
I'll get better at this as I get more practice.
Remember relaxation. It's a lot better than anger.
Can you laugh about it? It's probably not so serious.
Don't take it personally.
Take a deep breath and think positive thoughts.

WHEN CONFLICT IS RESOLVED OR COPING IS SUCCESSFUL

I handled that one pretty well. It worked!
That wasn't as hard as I thought.
It could have been a lot worse.
I could have gotten more upset than it was worth.
I actually got through that without getting angry.
When I don't take things too seriously, I'm better off.
I guess I've been getting upset for too long when it wasn't even necessary.
I'm doing better at this all the time.

Title of source for Preparing for a situation that you believe will result in angry feelings: Power Communication Skills, author unknown.

IMPROVING SELF-CONCEPT

THE CONSCIOUS SELF AND SELF-CONCEPT

The conscious self includes all of those relatively conscious experiences that we believe have something to do with who we are. It includes memories of our successes and failures, our appearance, our fantasies, our beliefs and values, our behaviors and our beliefs feeling about those behaviors. It also refers to those things in the world we identify with. Our continuing sense of personal identity is one of the mental concepts comprising the conscious self. Another is the self-concept, our beliefs about who we are.

Self-concept is illustrated by the way we describe ourselves. This includes our feelings, moods and other characteristics. People often emphasize what is most unusual about themselves.

Whether or not we are consistent in reality, we view ourselves as a consistent whole. Our behavior may change, but our self-concept remains intact. If this sense of consistency is compromised, we lose our personality and perhaps our sanity. Images that conflict with our self-concept are distorted or reinterpreted to reduce the apparent difference. In most things we strive to behave in a manner consistent with what we believe about ourselves.

The negative side of self-concept is that we may become locked in to one way of behaving even when it is maladaptive. This tends to reduce flexibility an spontaneity. Most of the time we have choices about how to behave, but our self-concept can limit those choices.

Because the self-concept is an interpretation of experience rather than the experience itself, it will always represent a simplification and maybe a distortion of what we really are. Moreover, it is a simplification of what we were rather than what we are now.

Much of our self-concept is formed from observing ourselves and this is fairly straightforward except where we distort the facts. Some potentially negative impact can result when we internalize statements from others. For example, in moments of irritability, a mother may state "you're totally irresponsible just like your father". Such definitions act like hypnotic suggestions, gradually bringing about long-term changes in behavior and what we think about ourselves.

Self-concept resists change since it restricts what behaviors will be permitted. The individual may not attempt new behaviors that would allow the images to be modified. Slight inaccuracies in the way people frame statements about themselves may help perpetuate a bad situation. For example, a person may say "I am shy" rather than "In the past I have behaved in a shy manner". One explanation allows for change while the other makes change seem unlikely.

HOW TO CHANGE YOUR SELF-CONCEPT

If it so difficult to change the self-concept, how do you do that when the necessity for change is clear? The key to changing the self-concept in a more positive direction is to re-program the messages you give yourself. You can change your feelings and beliefs about yourself if you change the messages.

For example: You have gone on five job interviews in the past two months. So far you haven't heard anything from any of them and your confidence is very low. Your self-concept (playing back tapes from your childhood) says that you are not good at talking to people. The lack of response to your job interviews seems to suggest that your self-concept is correct.
On the other hand, unnoticed by you, major changes have been taking place in your ability to talk about your skills and abilities. You have learned so much from all these interviews, you now present yourself in a believable and professional way. The very next interview (if you find the nerve to go through with it), will result in a job offer.
Instead of telling yourself you can't do this, you can tell yourself frequently that you are getting very good at this. You are learning how to do this and finding it's not as hard as you thought it would be. Eventually, your self-concept will catch up to this new idea of who you are.

YOU MUST GIVE YOURSELF CREDIT FOR YOUR SUCCESSES. REWARD YOURSELF. CELEBRATE YOUR ACHIEVEMENT EACH STEP OF THE WAY.

You can change your self-confidence and the way you view yourself by:

1. Refusing to give in to those negative thoughts about yourself, your ability or the task at hand.
2. Remind yourself of your past successes. If I can do that..... I can certainly do this.
3. Forgive yourself for making mistakes. Mistakes are an essential part of learning. Learn from them, use mistakes

as opportunities to become better at the task.

4. Remember that it is not necessary for everyone to admire or like you. In fact, it is impossible that everyone would like you. The most important thing is that you like yourself.
5. Visualize what it will be like once you have achieved this goal. Visualization is the first step to realizing your dreams. Daydream about overcoming the obstacles that present themselves.
6. Reward yourself as you progress toward your goal. Celebrate each step of the way. You've completed your first job interview, hurray, do something you really enjoy to celebrate.
7. Keep going. What successful people do that unsuccessful people don't do, is to continue on. They make just as many mistakes, they just don't let the mistakes stop them.
8. Own up to your own feelings and behavior. No benefit will come from all this learning if you don't acknowledge that it is your learning that is taking place.

LOCATING COMMUNITY RESOURCES

Each community is individual in the quantity and type of resources it offers. However, each community does offer some combination of resources that you can access. It certainly isn't only financial help that is available. Assistance with job seeking skills, job placement, and finding job openings can prove invaluable in your job search. There are many agencies that help with specific problems that may be blocking you in your search for work. For instance, if you have been hired for a job but it's in Denver and you can't afford to move, AEOA administers a relocation loan fund to help with moving costs. Maybe you cannot take offered employment because you don't have a vehicle to get there, the Department of Rehabilitation Services may be able to help you with that.

The best place to start looking for resources is the phone book. Try checking under Social Service Organizations in the yellow pages. Or call Information and Referral if you live in St. Louis or Lake counties. If you are already receiving services from the Department of Rehabilitation Services or another agency, they can direct you to further services you may need. Your local library is another source of referral information. Ask the librarian to help you locate agency phone numbers for your area.

Other local agencies such as the Arrowhead Economic Opportunity Agency are excellent sources of information. They have a broad variety of programs such as vocational evaluation, Job Club, Lives in Transition, Job Placement program, etc. The Minnesota Department of Jobs and Training is another excellent source of job information and referrals.

Part of being your own self-advocate is learning how to access the help you need in order to be successful. It's a sign of strength, not weakness, to know when and how to access services. Part of your support network is the people you know on a personal basis, friends, family members and members of groups to which you belong. The other part of your support network consists of people in the community who can offer assistance as needed. Following is a partial list of agencies in the Virginia, Minnesota area. Wherever you live, you can look up these agencies or similar ones for your area.

Center for Independent Living

Lutheran Social Services

Arrowhead Economic Opportunity Agency

ARC Chapter

St. Louis County Social Services

Range Mental Health Center

Sexual Assault Program

Arrowhead Center on Problem Drinking

Iron Range Rehabilitation Center

Regional Services for Hearing Impaired

Ministerial Association

Lighthouse for the Blind (Duluth, MN)

Planned Parenthood

Bethany Range Crisis Center

State Services for the Blind

Division of Rehabilitation Services

Northeast MN Office of Jobs and Training

MN Department of Jobs and Training

Arrowhead Economic Opportunity Agency

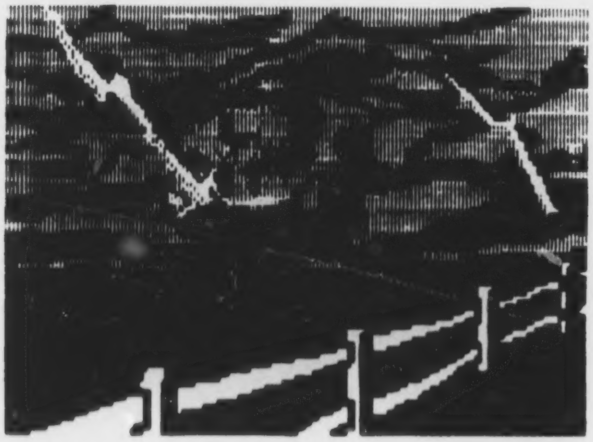
Range Center, Inc.

Dial-A-Ride

TIME MANAGEMENT

AND

COPING WITH STRESS



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TIME for TIPS & TIPS for TIME

Review the following list and choose the tips that fit your particular time management needs! Remember to design an individualized time management system that fits your personality, so it will be more effective for you!

1. Be realistic with yourself regarding how much you can actually accomplish in a given time period.

____

2. Realize that all tasks are not equally important and set priorities on a daily, weekly and/or monthly basis.

____

3. Fine-tune your ability to say "NO" to additional responsibilities that infringe on your personal, work, and/or leisure time.

____

4. Be aware of your peak energy periods and plan to do activities, which require a high level of concentration and performance, during those times.

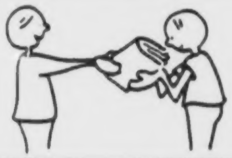
____

5. Ask yourself "What's the best use of my time right now?" and focus on that particular activity.

____

6. Remember that striving for perfection takes time and usually isn't necessary. Complete tasks well enough to get the results you really need.

____



7. Realize that many tasks/responsibilities can be delegated to others. Be sure to communicate your expectations clearly.

____

8. Make basic decisions quickly to save energy for the more important and difficult decisions.

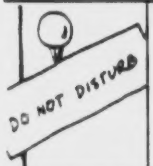
____

9. Approach overwhelming responsibilities with a positive attitude, and learn to break large tasks into small, achievable ones.

____

10. Make use of "waiting" time, by having small, uncomplicated tasks/activities to do... or simply plan to enjoy this time and relax.

____



11. Request uninterruptible time whenever needed to achieve goals. Take control of your environment at home and/or work to establish a conducive place for task involvement and completion.

____

12. Set goals and reward yourself when you've accomplished them.

____

13. Always remind yourself of the benefits you'll derive from task completion.

____

14. Free time, leisure activities, and exercise need to be scheduled/prioritized, as well as work activities.

____

Circle three "tips for time" that you can incorporate into your individualized time management system:

1 2 3 4 5 6 7 8 9 10 11 12 13 14

GOAL **Write one goal which needs attention now:** ______________________

____

A balanced lifestyle is a positive outcome of effective time management.

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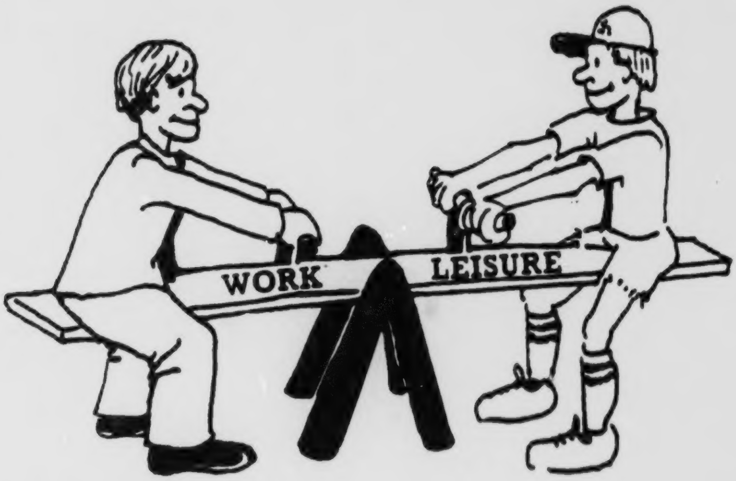
WORK•LEISURE BALANCE



List 1, 2, or 3 of your WORK activities:

1) ____________________________

2) ____________________________

3) ____________________________

List 1, 2, or 3 of your LEISURE activities:

1) ____________________________

2) ____________________________

3) ____________________________

WORK ACTIVITIES			Check (✓) which activities satisfy your...	LEISURE ACTIVITIES		
1	2	3		1	2	3
			need to be with others?			
			need for intellectual stimulation?			
			need to be outdoors?			
			need to be respected?			
			need for a structured lifestyle?			
			need for money?			
			need for social life and/or friends and/or family?			
			need for laughter and/or play?			
			need for privacy and/or quiet?			
			need to express yourself?			
			need to maintain adequate physical health?			
			need to feel competent?			
			need to be creative and/or artistic?			
			need for independence?			

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DO ANY OF THESE STRESSORS "HIT HOME"?

Day-to-day life has countless stressors. Identifying even the smallest irritant, as well as major life stressors, assists us in recognizing the amount of stress we actually encounter... and the VALUE of coping skills.

Stressors have a cumulative effect and can have unhealthy consequences relating to personal health, relationships, and all other life areas.

Check (✓) below the stressors you've experienced in the last few months.

☐ Your alarm clock not going off.
☐ Your favorite sports team losing.
☐ A recent illness.
☐ Dealing with bureaucracy/red-tape.
☐ A divorce.
☐ Losing a friend's long-distance phone number.
☐ Working with incompetent people.
☐ Not being able to find a kleenex... and needing it!
☐ Birth of a child.
☐ Being late on a deadline.
☐ Hearing disparaging comments about a minority.
☐ In-law problems.
☐ Spouse being under stress.
☐ Recent death of someone close to you.
☐ Having difficulty motivating yourself.
☐ Losing a game.
☐ Wanting to eat, but on a diet.
☐ Having only cold water for a bath.
☐ Spouse late coming home.
☐ Not being able to find the car keys.
☐ Anxiously awaiting a phone call.
☐ Late paying a bill.
☐ Someone telling you what to do.
☐ Moving to a new city.
☐ Not enough time for yourself.
☐ Having an empty gas tank and being in a rush.
☐ Sexual problems.
☐ Threat of war.
☐ Planning a large event.
☐ Being in trouble with the law.
☐ Anniversary of a beloved's death.
☐ Not having enough money to pay the bills.
☐ Parents treating you like a child.
☐ A new job.
☐ Someone telling you how to feel.
☐ Inability to conceive a child.
☐ Having no money and not wanting to borrow.
☐ Arguing with a good friend or relative.
☐ Out-of-town relatives staying with you.
☐ Spouse being too dependent on you.
☐ Seeing signs of aging in the mirror.
☐ Unwanted pregnancy.
☐ Not feeling well and not knowing why.
☐ Best friend asking to borrow money.
☐ An appliance/machine not working.
☐ Too much to do, not enough time.
☐ Someone canceling plans one-half hour before.
☐ Moving to a new house or apartment.
☐ Good friend feeling depressed.
☐ Someone telling you how to drive.
☐ Job interview.
☐ Boss putting pressure on you.
☐ Saying "yes" to too many things.
☐ Waiting in a long line.
☐ Being charged too much money.
☐ Electricity going out.
☐ Children not taking responsibility for themselves.
☐ ______________________________
☐ ______________________________
☐ ______________________________

These stressors may not change, however your ability to "cope" with them CAN change!

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ANNOYANCES STRESS IRRITANTS HASSLES

PEEVES ANNOYANCES

HASSLES IRRITANTS STRESS PEEVES

Don't sweat the "SMALL STUFF"

- Stressors come in all sizes and all forms . . .
  some are major life events . . .
  but MANY are everyday hassles . . .
  or . . . "small stuff".
- Effective coping skills can help to put these in perspective.

HASSLE / EXPERIENCE	MY REACTION	POSSIBLE COPING SKILLS
1.		
2.		
3.		

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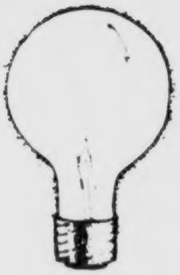
Depressed ? ?
Feeling Blue ? ? ? ?
What Can I Do ? ? ? ? ? ?



Which do you imagine yourself doing when you need to cope?

ASSERTING MYSELF or CONTACTING ONE OF MY SUPPORTS

CHANGING A HABIT or HELPING SOMEONE

GOING SHOPPING or LISTENING TO FAVORITE MUSIC

EATING SOMETHING HEALTHY or EXERCISING

TAKING A TRIP or TAKING A BREAK

LEARNING SOMETHING NEW or GOING TO A MOVIE

WRITING A LETTER OR IN A JOURNAL or READING A BOOK/MAGAZINE

TAKING A WALK or TALKING TO A FRIEND

TAKING A HOT BATH/SHOWER or LAUGHING/CRYING

***Recognizing** the importance of these valuable tools is the first step in establishing coping skills. The next step is **exercising** these skills when feeling depressed, to increase your sense of well-being!*

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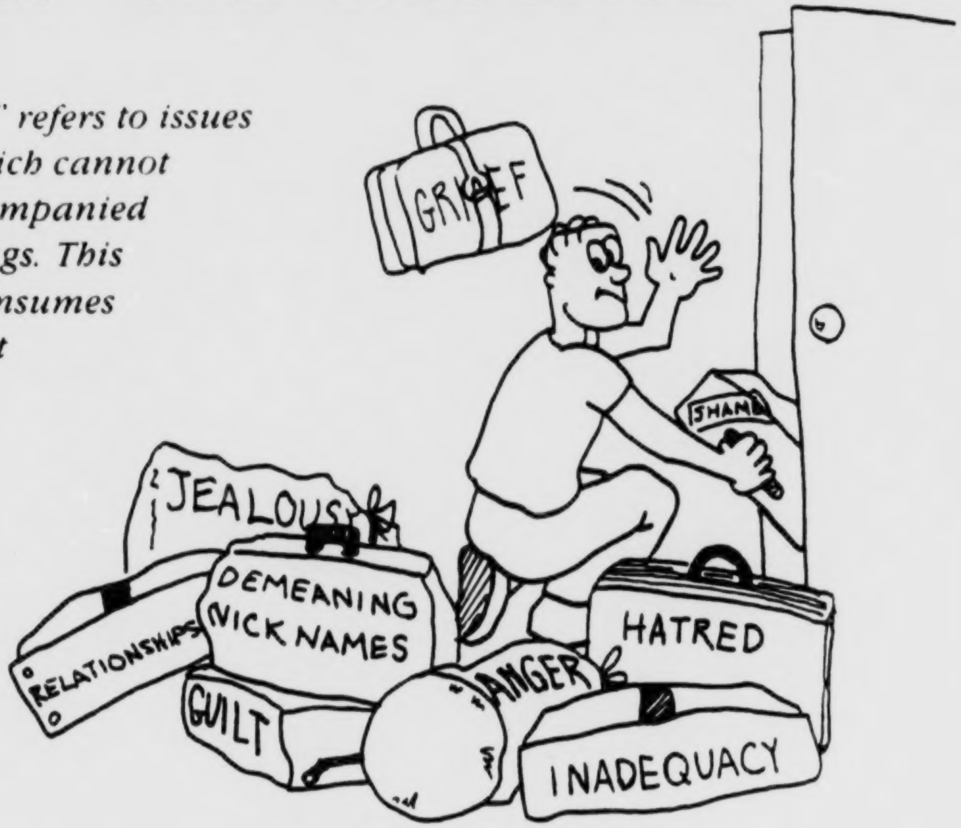
TOSSING that "OLD BAGGAGE"

"OLD BAGGAGE" refers to issues from the past which cannot be changed, accompanied by residual feelings. This "old baggage" consumes energy that might otherwise be used for self-improvement.


GRIEF
SHAME
JEALOUSY
DEMEANING NICK NAMES
RELATIONSHIPS
HATRED
ANGER
GUILT
INADEQUACY

1) Specifically, write in your "old baggage" issues:

2) What is preventing you from getting rid of this "old baggage"?

____

3) What are some ways you can resolve these past issues?

____

4) What will you do with this extra energy after you've *tossed* your "old baggage"?

____

Acknowledge EVERY Effort Towards Your Personal Growth!

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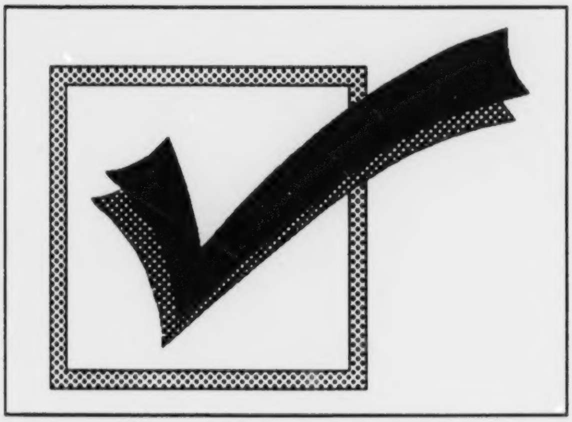
SURVIVAL ON THE JOB



HOW TO EARN HIGH MARKS FROM YOUR EMPLOYER

SURVIVAL IN THE WORKPLACE OF THE 90's

by John Parsons M.S.
EAP Counselor

The Elements of Survival

Congratulations! You did all of your labor market research, networked with friends, relatives, neighbors, conducted numerous (not to mention outstanding) informational interviews to identify your ideal work environment, and secured an actual job interview which resulted in your new employment. Yikes!! Now what? That's right--go to work!! While you may think the only emotions a newly hired employee might feel would be positive, many enter a new work setting with a mix of feelings--excitement, curiosity, anxiety, insecurity, confidence, pride--just to mention a few. All those feelings are justified and normal. From the very first day on, employees are judged, yes judged and measured by their performance. You will enter a proving ground and there is much to survive:

- the job and the tasks within
- your co-workers
- attaining job security / surviving possible layoff
- promotions
- job performance reviews

Sound like you've got your hands full? You certainly do have much to contend with, but take heart. This is all very doable, especially if you adopt a positive attitude and keep a few things in mind. Let's talk.

Before going any further it is important to talk about a positive attitude. A winning attitude that will help to keep you employed, now that you've secured a job for yourself. Keep in mind that prior to hiring you, your new employer had a problem--the vacancy. You represent a solution, an answer to his/her problems (and possibly prayers). My point is that you need to continue to represent a solution, not a problem to your employer. The moment an employee becomes part of the problem rather than part of the solution, employers think in terms of liabilities instead of assets.

THE JOB

The basic understanding of one's job and job duties rests within the written job description and the verbal understanding between you and your employer/supervisor. These two elements are critical. Thoroughly read and understand your job description--line by line. Why, you ask? You may be held accountable for the tasks specified therein at the time of your performance evaluation (most new hires have a probationary period they need to survive). As you go through your job description, write questions down for your supervisor if you're confused by any of the listed duties. Seek clarification - for that is, in part, the premise of your employer's performance expectations of you!

Once you thoroughly understand your job and the duties involved, your next responsibility is to perform them to the best of your ability every single work day. Expect to make mistakes. That's part of the learning curve on a new job. Mistakes should be viewed as opportunities to learn your job and to improve on your performance. If you get confused as you put time in on the job, ask your supervisor or co-worker for the information you need. CAUTION! Do not attempt to just bluff it. It's certainly acceptable to solicit feedback about your performance from a supervisor to make sure you're on the right track. This pertains to new hires as well as veterans.

Another matter related to job survival has to do with stress and burnout. Operationally defined, stress is the body's reaction to various life circumstances. Burnout is the development of an "I don't care" or "What I do doesn't really matter" attitude. These are factors that come into play usually with fairly long-term or experienced employees. Unrelenting stress frequently leads to burn-out. It is a democratic affliction, for it can strike anyone, at any level, at any time, and in any occupation. Here I want to present two concepts: Prevention and early intervention. Preventing burnout from occurring in the first place and intervening at the first sign of burn out is crucial. Why? People who ignore the symptoms of burnout risk losing the job they might have worked so hard to obtain, either through resignation or outright termination. This is a costly experience for business. The annual U.S.tab is in the neighborhood of 200 billion in lost productivity, absenteeism and direct medical and insurance costs!!

Reducing stress and burnout involves multiple steps. First, be able to recognize it. On the next page is a list of possible burnout symptoms:

1. You discover that you're putting in a lot of effort but accomplishing less.

2. Feelings of depression for no apparent reason.

3. A sense that you have no fun in your life. It's nearly all work and little play.

4. You tire easily, and feel exhausted.

5. You spend less time with friends, neighbors, family.

6. You become aware of chronic, nagging physical problems, such as headaches, ulcers, stomach upset, intestinal discomfort, etc...

7. Your fuse seems shorter, and you are more critical with the people around you.

8. You may be postponing or neglecting routine tasks, such as writing letters, returning phone calls, or attending to monthly bills.

9. You may be losing interest in primary relationships in your life (i.e., with your spouse or children).

When you find yourself dealing with the downside of your job more than the upside of your job and that goes on for a long time, people can become cynical and it's at this point one should step away and evaluate their lives relative to the workplace. As much as anything, workplace stress is about a feeling or sense of not being in control. An essential feature of establishing control is taking action - moving from the victim to the problem solver mode.

Particularly when you're a new employee, it's very easy to over-work, work more than full-time, take work home, etc... It seems natural enough, given that you are probably trying to develop new skills in this new work environment. It takes time, and like anything else that's new--practice. There may not seem to be enough hours in the work day. That leads many to consider taking work home literally or at least mentally. My recommendation is to leave your work at work. That means paperwork, gossip about work, and front office politics. An awareness of events that are scheduled (i.e., a 7:30 a.m. appointment with a group at the bank or your boss) is critical. And sometimes solutions to sticky work problems come to us in the quiet of our homes. The point we're trying to make is not to permit work to so consume you that the other important aspects of your life get excluded (i.e., spouse, marriage relationship, children, responsibilities around the house, etc...).

CO-WORKERS

There is no getting around it. Most people who work full time spend more time with co-workers than they do with their own families. Co-workers have the potential to cause us a lot of problems, if we allow that to happen. On the other hand, they can do a lot to help us.

It is likely that we have all met individuals in our work experiences that have turned out to be negative, if not outright nasty people. As a young Social Work graduate entering the field of Human Services, I was naive enough to believe that people in "that field" would be different, humanistic, compassionate, sensitive, deep, etc... Within weeks reality struck. There can be bad apples anywhere. On the other hand, the majority of people you work with will probably provide a neutral to positive working experience. Heck! Some people meet, fall in love, and marry one-time co-workers. Others develop some of their closest personal friendships through work. It is important for you as a new employee to sort out who's who at work. Develop those relationships that feel good, and learn to survive those that are difficult. One survival technique is to leave the negative co-workers at work, literally and mentally. Spending time in the evening complaining about negative co-workers is a waste of time. In addition, it is counter-productive to personal work survival in that it likely shortens your long term job/life expectancy. Non-work time is better spent engaged in relaxing activities or leisure pursuits. Turn negative work OFF when at home. Invest in yourself and take care of yourself. You're the only one in the position to do it.

Conflict in the workplace is inevitable and normal. Knowing how to resolve conflict is a critical skill for surviving co-workers. An essential component to resolving conflict is that of assuming and maintaining an appropriate **problem-solving attitude**. A secondary (yet equally important) element is clear, assertive **communication**. The problem-solving attitude is this: Given that we are in this work relationship together, our problem is a mutual problem. Successful and positive resolution then dictates a collaborative solution. The ultimate solution almost always rests in the hands of those who are at the core of whatever the conflict is. Those are the individuals who need to communicate with one another. Little good comes from going to co-workers with complaints about the actions of others. In fact, that often contributes to a higher level of tension, not to mention the deflating effect that behavior has on general morale and motivation. It is also not useful to circumvent the individual you are in conflict with, and bring the troubles to your supervisor. The basics of assertive communication lie in letting the other person know:

1) What behavior they did or didn't do that bothered you.

2) How that behavior impacts either you or the organization (this involves communicating how you feel about the behavior).

3) What you would like from the individual.

4) An expression of confidence in your joint abilities to work this situation through.

While conflict is never easy and is often intensely uncomfortable, there are real durable rewards available to those who learn to handle it successfully. The outcome is well worth the effort!

ATTAINING JOB SECURITY / SURVIVING LAYOFF

Particularly in the 90's, we have all witnessed the layoff of workers in various segments of our national labor force. The automobile industry, steel workers, middle managers, workers in the garment industry, and the list goes on and on.... Who among you hasn't occasionally felt some anxiety associated with this topic? Will I be next? The sense of uncertainty can be difficult to cope with if you're in a position where you're waiting for the "ax to fall". Take heart though, there are some actions you can take to help you attain as much job security as is possible within your given field.

Two very important strategies for obtaining job security are first, being perceived by your employer as part of his/her solution or asset list rather than part of his/her problem or liability list and second, continuing education or the upgrading of your skill level. The implementation of these two components is like buying job insurance. I can virtually guarantee that if your employer recognizes you as an asset to the company and appreciates the skills you bring to the work place, you will be one of the last ones out the door should the business close up shop.

PROMOTIONS

The means by which employees achieve promotions are limited, particularly in these lean times. First however, you will have to have survived all of the other factors identified earlier in this section. This publication is primarily intended to assist you in securing employment, so understandably the information here on promotions will be limited.

The 90's have represented a time of cutbacks and layoffs in the American labor market scene. That doesn't mean that the idea of promotion is defunct, simply that it isn't as commonplace as it was in the 70's and early 80's. Some of the factors affecting this promotional element of America's labor market include the current state of the national economy and the reality of increased global markets and competition. The term "downsizing" has certainly become familiar to nearly anyone who has been watching labor trends here in the U.S. over the last decade. And so with that as a brief background lets proceed.

One of these three conditions must exist for an employee to achieve a promotion:

1) The organization you're working for must increase its number of management level positions through expansion or some other means.

2) A management level position needs to materialize internally by someone resigning, being terminated, retiring, dying, etc...

3) The employee secures a management level position with another organization or employer.

There are two organizational options for promotion. One is with your current employer. A second would involve an entirely different employer. I submit that for promotion to occur with your current employer, you and the work you've done to date must be viewed positively by the existing management staff, board, etc... Your employer will need to recognize you as part of the organization's asset collection--a contributor and part of the solution, rather than part of the problem. The fostering of that specific management attitude toward you and your work is essential, for it creates a climate of trust and confidence which is a mandatory prerequisite for promotion.

When companies recognize value in an employee, they are usually looking for opportunities to reward good performance. What better reinforcement is there for an employee than to grant a promotion? Promotion with an outside employer usually involves conducting an employed job search or an outside employer actively seeking you out. The basic ingredient common to promotion is excellent job performance. If high level performance and skill is demonstrated, opportunities will generally present themselves. While the 90's have been discussed as a time of cutbacks and trimmed budgets, business is still brisk and good workers will always be in demand.

JOB PERFORMANCE REVIEWS

Job performance evaluations are generally annual occurrences. Many employees find the process somewhat mysterious. Some would prefer the practice to be abandoned for the anxiety that can accompany the process. Few employees look forward to this yearly ritual with glee. But hold on just a minute though. Let's take a different look at job performance evaluations.

Generally performance evaluations are used to determine whether an employee will be granted a raise and, if so, how much. Evaluations can serve a valuable purpose or simply be a regularly performed, and relatively meaningless exercise. When you get right down to it, performance evaluations are a way to tell an employee how he or she is doing--good, bad, and indifferent. Done in a meaningful way, the evaluation process should operate like a frank exchange of information, ideas and impressions relative to the employees performance over a specified period of time.

When it comes to the issue of frequency, it is the writer's opinion that a year is way too long. People need feedback about their performance more often than annually. If they're doing something right, it's important to reinforce the appropriate behavior. On the other hand, if the employee is having a problem, an evaluation can be used to provide constructive, candid feedback as well as positive, corrective guidance. The schedule can be adjusted for whatever works in a particular business setting.

Historically, the performance evaluation process has been viewed as a means by which the employer gives information to the employee. If permitted, this can also be utilized as a great opportunity to provide your employer with some feedback about his/her supervision of you. Let your boss know what they're doing that has been really helpful. You can also let them know areas where you might be needing a little more from them. Under ideal circumstances, a performance evaluation can be used as a means by which to work on the relationship between you and your supervisor.

Finally, don't be afraid to actually request an evaluation from your supervisor even if it is informal in nature. It can serve as a occasion through which you receive valuable information about how to "stay on course" with your job. In addition, such a request (if approached in the proper way) will probably reflect well how your work attitude is viewed by management. Remember, attitude is the #1 consideration employers take into account when hiring workers. The demonstration of a positive work attitude is important throughout the life of your employment with any employer. It suggests to the employer that you're interested in the work of the business and not just in holding down a job.

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Witt, M. (1992). Job strategies for people with disabilities. Princeton, NJ: Peterson's Guides.

RESOURCES FOR CAREER PLANNING

Dictionary of Occupational Titles, 9th Edition
U.S. Department of Labor
Bureau of Labor Statistics
U.S. Government Printing Office
Washington, DC 20402

Guide for Occupational Exploration
U.S. Department of Labor
Superintendent of Documents
U.S. Governement Printing Office
Washington, DC 20402

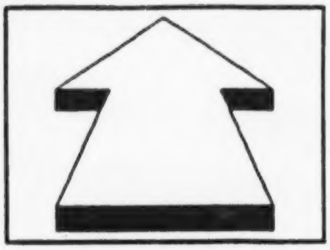
Guide for Occupational Exploration
American Guidance Service
Publishers Building
Circle Pines, MN 55018

Encyclopedia of Careers and Vocational Guidance, 3rd Edition,
Volumes I and II
Doubleday and Company
Garden City, NY 11530

Directory of Internships, Work Experience Program and On-The-Job
Training Opportunities
Ready Reference Press
Thousand Oaks, CA 91360

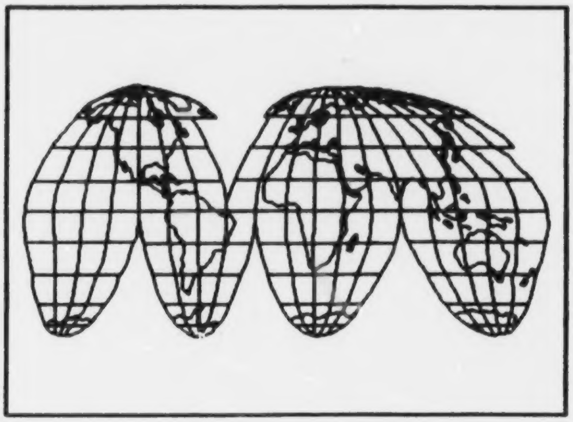
I Can Be Anything: Careers and Colleges for Young Women
College Entrance Exam Board
888 7th Avenue
New York, NY 10019

Career Planning
College Survival, Inc.
P.O. Box 8306
Rapid City, SD 57709



EMPLOYERS' HANDBOOK FOR WORKPLACE ACCOMMODATIONS FOR EMPLOYEES WITH DISABILITIES

EMPLOYERS' HANDBOOK FOR
WORKPLACE ACCOMMODATIONS
FOR EMPLOYEES
WITH DISABILITIES



- - Jane Chilcote, Joan Youngman - -
EASE Project
Mesabi Community College
Virginia, MN 55792
218-749-7791
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The EASE (Equal Access for Students to Education and Experience) grant is funded by the U. S. Department of Education - Office of Special Education and Rehabilitative Services.

This information is available in alternate format upon request.

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INTRODUCTION

A safe, effective, and productive workplace is everyone's concern. Today more than ever, advances in technology, medicine, and information have provided greater opportunity for individuals with disabilities to access employment and/or to remain employed.

Many adaptations and modifications in the workplace are effective for the individual with a disability and are often advantageous for all employees and the employer. Numerous suggestions offer greater efficiency and safety to everyone.

Sometimes, as employers, we may not consider disability issues until an individual with a disability is hired. However, many workplaces have current employees who, as they get older, experience the onset of disabling conditions. These could include such things as arthritis, hearing difficulties, low vision, health related problems, back problems, or side effects from medications...and more.

Many disabilities are "hidden" and not readily apparent to the employer. The workforce should have awareness training regarding disabilities in the workplace, disclosure, reasonable accommodation, confidentiality, joint work efforts, and emergency procedures.

Employees also need to know that although they may see a co-worker receiving a modification or adjustment in the work schedule or physical space, information regarding the "reason" is confidential and should be respected. Staff training and information "up front" generally reduces negative attitudes and promotes understanding. This is critical to creating a work environment that is conducive to maximum productivity.

Some adjustments in the workplace may need to be developed on a permanent basis. If the disability is progressive, changes may be necessary periodically. Short-term adjustments may be needed for an individual with a temporary disability.

The American with Disabilities Act (ADA) was passed in 1990 and has been in effect since July 26, 1992. This Act was passed to allow for equity and non-discrimination in the workplace for employees with disabilities. Employers need to be aware that employees may request accommodations to facilitate their work performance.

Included in this handbook are suggestions for employers to consider when working with people who have varied disabilities. Providing accommodations in the workplace will assist employers in their compliance with ADA and provide a productive and effective environment.

The purpose of this handbook is to provide the employer with some suggestions for accommodation in various areas of disability along with resources for further information. It is not intended to be all inclusive, but offers ideas or a starting place for a cooperative process. The process for accommodation is unique to each individual and to each workplace situation. Remember discussion and consultation with the individual who has a disability offers the best information and opportunity for creative solutions.

We hope you find the handbook and resources useful. Please contact us if you would like more information.

ACCOMMODATIONS/CONSIDERATIONS FOR EMPLOYEES WITH **LEARNING DISABILITIES**:

Adults who are learning disabled have average or above-average intelligence. This does not always seem the case as their invisible learning disability may show up in their job performance. Often times, adults have compensated for their learning disability and are not fully aware of their problem. If you have an employee who is having difficulty receiving or expressing information, take the time to speak with him/her to fully assess the situation.

* Each employee you have is a unique individual with different strengths and weaknesses. Accommodations will differ with each person. Many will need no adjustment at all.

* Clearly communicate expectations. Do so in a sequential manner with brief step-by-step visual support materials. Demonstrate or give examples of any tasks that may be unclear in verbal explanation.

* Ask the employee what mode of communication works the best for her/him. For example, someone with a reading disability would need instructions in another format than writing. A taped instruction would be appropriate.

* Instructions and training materials should include a greater amount of white space. This has proven to be helpful for everyone. Keep communications short. Familiar symbols may replace some words.

* Employees with auditory perception difficulties will need support of verbal information. A supporting written memo would be helpful. Always support any training materials with auditory or visual support materials.

* Have a training procedure packet for the employee to work through or establish a mentor system with other employees for assistance when needed.

* Job restructuring can include a trade of duties with someone else so that those performing the duties are matched well with their strength areas. For example, if an employee has difficulty recognizing spelling errors, have another employee do proofing while that employee does telephone contacts.

* If an employee who is learning disabled needs more time to complete a project, allow her/him to work a longer day (pay remains the same - this is accommodating, not punitive).

* Provide a map of the building.

- Some employees may require a quiet work place to be productive. Try to find the place with the least amount of distractors. If this is not possible, the employee may need to use ear plugs when work requires concentration.
- Allow employees to take notes for future reference on information or directions.
- Avoid frequent reorganization of storage areas.
- Summarize key points in giving directions.
- Allow the use of tape recorders, spellcheckers and calculators. Accuracy benefits you.
- Provide and explain an organizational chart which will help make the lines of communication clear.
- State weekly and/or monthly deadlines on a calendar for employee.
- Allow employee to repeat back instructions to make sure he/she understands task, and if possible relate the task to a similar concept already grasped.
- When explaining machine operations, provide training next to the machine.
- When giving instructions, maintain eye contact.
- If a problem arises, discuss it with the employee privately. As with all employees, any behavior needing correction should be addressed in a straight forward manner outlining specific behaviors to change.

ACCOMMODATIONS FOR EMPLOYEES WITH **VISUAL DISABILITIES:**

- Find out the degree of visual limitation that the employee has to determine needs.
- Consider contacting the Department for the Blind and Visually Handicapped (see attached Resource list) to coordinate accommodations. The Department may provide transportation, readers, equipment, etc.
- Consider appropriate lighting.
- Have written materials duplicated in large print.
- Be sure copies have dark, clear print. A high contrast, ie. black on white is usually best.
- Allow for individual compensations. Individuals often know exactly what they need to do and are quite efficient at it.
- Consider a computer program with large text display capabilities and that has a reduced reflectivity of screen. Computers with electronic voice may be available from the Department for the Blind.
- When displaying information, be sure to provide a magnifying glass.
- Put information on audiotape.
- Designate someone to be a reader if necessary.
- The employee should have access to a phone that has a large keypad with tactile markings.
- If the employee uses a guide dog, alert all employees to the importance of following instructions of the employee using the dog.
- When needed, reserve the front seat(s) for employees who have low vision.
- Convey in spoken words any information you have in print or on overheads.
- When physical changes in the work environment occur, inform the employee. Also, keep in mind the need to screen access to work areas for potential hazards, ie. a cane will not catch anything projecting above waist level.
- Make use of magnifiers - hand held or table top.

* In storage areas: Use clear labels and when possible, use familiar symbols. It is also helpful to use markings that are high contrast, ie. black on white or white on black. It is desirable not to reorganize storage areas frequently.

* Either keep doors fully open or closed. Place chairs under desks or table.

* Have voice output calculators or clocks available for employee. Talking telephone directories are also available.

* Scanners scan printed material and either read it aloud using synthetic speech or load it into PC for retrieval.

* Install alerting devices to indicate fire or other emergencies. In addition, assign a nearby co-worker the task of safely evacuating any employees with visual impairments during emergencies.

ACCOMMODATIONS FOR EMPLOYEES WITH **HEARING DISABILITIES:**

* Remember hearing aids only amplify sound, they do not make sound clearer. Because hearing aids amplify sound, they amplify background noises as well as conversations. Therefore, it may be more difficult for a person who uses a hearing aid to understand conversation in a noisy meeting room than in a quiet office.

* Be sure to face the individual so that your face and gestures are easily seen.

* If you do not understand someone's speech, ask him/her to repeat. Sometimes you may need writing to help clarify the communication. This works both ways so be sure to ask him/her if he/she has understood you and if not, rephrase the sentence.

* Reserve front row seats at meetings or trainings to allow for greatest degree of visibility of the speaker.

* Do not turn your back while you are speaking.

* Be sure to have the individual's attention before you speak. You may need to tap her/him lightly.

* Use visual formats to reinforce information.

* Provide written instructions when possible.

* Speak at a normal rate and volume.

* Try to get videos with closed captioning.

* Use a TDD (Telecommunication Device for the Deaf) or the relay service. The telephone relay service is mandated by the ADA and is provided by all telephone companies.

* The federal government operates the Federal Information Relay Service (FIRS) as a facilitative option for TDD users to communicate with employees in federal agencies who do not have TDD's. To access the FIRS call: (800) 877-8339 (v/TT).

* Employee's phone should be equipped with amplifier headset or hearing-aid-compatible receiver and visual alerting system.

* Install alerting devices that use flashing lights to indicate fire or other emergencies. In addition, assign a nearby co-worker the task of safely evacuating any employees with hearing impairments during emergencies.

- Avoid communicating where there is a lot of background noise.
- Provide adequate lighting in order to facilitate lip-reading.
- Place work station toward others so that employees can communicate face-to-face.
- If using an interpreter:
    - Speak at a normal rate.
    - If you are showing a movie or overhead, leave on one light so the interpreter can be easily seen.
    - Speak directly to the individual, not to the interpreter. Avoid saying "tell her", "ask him".
    - Oral interpreters mouth words to be more visible for people who read lips.
    - If you need an interpreter, call the Interpreter Referral Service, or the Registry for Interpreters of the Deaf.
- Telephone communication can be facilitated by the use of facsimile (fax) machines. This is especially helpful when the employee needs to communicate with someone who does not have a text telephone.
- The use of electronic bulletin boards and electronic mail (e-mail) are an option for employees who are hearing impaired.
- Include co-workers who have a hearing disability in social activities such as group lunches or coffee breaks. A feeling of social isolation is one of the main complaints employees have in regard to their work situations.
- Consider training key personnel in basic sign language.

ACCOMMODATIONS FOR EMPLOYEES WITH **COORDINATION DISABILITIES:**

Coordination disabilities could include partial or total paralysis, amputation, arthritis, and diseases affecting coordination.

* Determine if the employee has access to needed equipment. Be sure any modifications made are effective for that individual.

* In order to facilitate carrying materials, provide the employee with back pack, shoulder bag, or cart.

* A "lazy susan" carousel work surface can benefit employees who have a difficult time reaching.

* Provide word processing equipment to be used in place of hand writing.

* Computer access using a tracking ball with adjustable pressure requirements can facilitate an employee with a severe coordination disability.

* Designate someone to be a scribe when needed.

* Trade job duties in difficult area for other duties in strength areas.

* Tape instructions or trainings instead of taking notes.

* Use a notetaker and copy notes.

* Team with an individual to provide assistance.

* Conduct oral exchange of information.

* When explaining job expectations regarding time limitations, allow for extra time to complete job with the understanding that it is not overtime.

* Check equipment catalogs for reasonable aids.

* A simple, yet important, modification to the work station would be to reduce the pull on the door.

* Allow a shorter work day -- fatigue can be a big factor. Job sharing or different work hours could be considered.

ACCOMMODATIONS FOR EMPLOYEES WITH MOBILITY DISABILITIES:

- Be sure physical access is available.
- Allow for more space for maneuvering with a walker, cane, or wheelchair.
- Keep access clear of obstructions.
- Have an emergency evacuation plan that includes alternatives for employees with mobility difficulties. Put a policy in writing and document practices and trainings.
- Find a way to have the area designated for lunch and coffee accessible for everyone. Consider changing to another accessible area if renovation would be expensive. Sometimes creative ideas are less expensive!
- Notetakers may be needed for some employees with mobility difficulty. This can be determined on an individual basis.
- Arrange to have the employee use handicap parking area.
- Employees who use wheelchairs need to have their furniture and/or laboratory equipment lowered to the proper height. The overall work station design should allow for reachable supplies.
- The use of a speaker phone with automatic dialing or a headset aids employees with limited hand strength.
- For employees who are limited in their dexterity, phones that recognize voice patterns may be used. Frequently used numbers may be programmed into the phone and recalled by using a voice command.
- As an alternative way of entering data into computers, install speech recognition systems.
- If an employee gets his/her own supplies, make sure the supply room is accessible and the supplies are reachable.
- Employees with back problems should be offered combination sitting and standing writing work stations to accommodate their need to shift positions. Also available are standing position chairs or stools which can be raised or lowered.

ACCOMMODATION FOR EMPLOYEES WITH **SPEECH DISABILITIES:**

Speech disabilities vary in type and degree. Some may include difficulty with voice strength, fluency, aphasia which may alter the articulation of certain words, or voicelessness. Occurrence of speech impairments may be congenital, or due to an injury or illness.

- Encourage self-expression, but do not pressure someone to speak.
- Be patient and allow someone to complete what they are saying without interruption. Wait ... do not assist unless you are asked.
- Allow the use of assistive devices such as "speaking machines" or computerized synthesizers.
- Anxiety can aggravate a speech disability.
- Do not insist that someone talk in a group.
- Allow one-on-one communication if necessary.
- Communication boards, symbols, and cards for commonly used words greatly aid persons who have difficulty with speech.
- Consider exchange of non-essential job duties, ie. trade answering the telephone with other needed tasks.

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ACCOMMODATIONS FOR EMPLOYEES WITH **SYSTEMIC DISABILITIES:**

Systemic disabilities include health problems such as cancer, epilepsy, asthma, diabetes, multiple sclerosis, AIDS, etc. These and other conditions may require medications that affect the individual. This would be discussed and considered on an individual basis. Remember that many of these disabilities are "hidden". Be approachable and understanding when someone needs an accommodation.

* Flexible scheduling should be considered. Someone who tires easily may need to take several short breaks instead of one long one. Instead of four 8 hour days, perhaps five 5 hour days would work out.

* If possible, arrange to have an employee take home computer work if they have compatible equipment.

* If walking long distances is a problem, special parking arrangements may be appropriate. If climbing stairs is a problem, trading job duties may work best.

* Stress and anxiety can aggravate systemic conditions. Break up large projects into smaller ones. When projects with narrow timelines occur, establish a "team" to accomplish it.

* Discuss any emergency medical concerns or procedures in case someone needs assistance. Be sure to train others who may be close by. Post medical procedures for co-workers to follow should an employee have an insulin reaction or a seizure.

* Provide personal emergency call system for isolated work stations.

* Avoid need for standing while performing routine tasks, ie. using telephone.

ACCOMMODATIONS FOR EMPLOYEES WITH **ABI - ACQUIRED BRAIN INJURY** OR **TBI - TRAUMATIC BRAIN INJURY DISABILITIES:**

An individual may experience difficulty due to a brain injury. These injuries can occur from trauma resulting from external injury such as an accident. They may also occur as a result of an internal injury such as tumors, infection, aneurism, ingestion of toxic substances, etc. It may affect cognitive functioning, communication, psychosocial behavior, sensory systems such as visual, auditory or tactile areas, and motor functions.

* Determine limitations by talking with the employee.

* Allow adaptations to work schedule and duties if necessary.

* Trade duties with another employee in the areas affecting task performance.

* Consider adapted computer technology to reduce interference with disability barriers.

* Assist with a system for organization and time management such as planning calendars, summary of duties for the day, directions charts, color coding of information, etc.

* Do not overload with multiple job tasks if employee has difficulty with processing information. Define tasks concretely in steps and limit to two or three steps, ie. **Save Work - F10, Exit System - F7**; or **Turn on computer. Access Word Perfect by typing WP. Enter data from incoming file in file labeled INC.** Keep it simple, concrete.

* A co-worker can be assigned as a "mentor" which provides added supervision. Mentors serve as excellent role models.

* In order to facilitate job performance, plan extra training sessions.

* To maintain proper work sequence, photograph instructional materials and place on wall for easy review.

EMPLOYER RESOURCES

AbleData	Contains more than 15,000 listings of adaptive devices for all disabilities. A consumer referral service that responds with printed reports to request for information. MORE INFORMATION: Adaptive Equip. Dept. Newington Children's Hospital 181 E. Cedar Street Newington, CT 06111 1-800-344-5405
Disabled Access Credit (Section 44 of the IRS Code)	Encourages small businesses to comply with the ADA by allowing a tax credit of up to $5,000 a year. Expenditures must exceed $250 and may not exceed $10,250. Can only deduct up to 50% of "eligible access expenditures." MORE INFORMATION: Internal Revenue Service
IBM National Support Center for People with Disabilities	Conducts database searches in response to specific queries. Will provide resource guides and instructional videotapes upon request. MORE INFORMATION: 1-800-426-2133
Job Accommodation Network (JAN)	Free consulting service on available aids, devices and methods for accommodating workers with disabilities. MORE INFORMATION: 1-800-526-7234
Job Training and Partnership Act (JTPA)	Customized training or retraining to meet local employer needs. Employer must hire trainee with intent of permanent full-time position. MORE INFORMATION: Private Industry Council (State or local) Chamber of Commerce City or State Government
Windmills (Attitudinal Awareness Training)	Enables employers to build more understanding and acceptance in the workplace. MORE INFORMATION: California Governor's Committee for Employment of Disabled Persons 916-323-4545

STATE AND FEDERAL RESOURCES

DISABILITY PARKING

To obtain an application for a certificate or license plate, contact:

Minnesota Department of Public Safety
Driver & Vehicle Services Division
161 Transportation Building
St. Paul, MN 55155 (612) 296-6911

MINNESOTA STATE COUNCIL ON DISABILITY
121 East Seventh Place, Suite 145
St. Paul, MN 55101 (612) 296-6785 or 1-800-945-8913 (V/TDD)

TECHNOLOGY
STAR Program
3rd Floor Centennial Building
658 Cedar Street
St. Paul, MN 55155 (612) 296-9962 (TDD) or (612) 297-1544

TRANSITION SERVICES
Stephanie Corbey
Capitol Square Building
St. Paul, MN 55101 (612) 296-0280

BLIND AND VISUALLY HANDICAPPED
1745 University Avenue
St. Paul, MN 55104 (612) 642-0500 or 1-800-652-9000

PACER CENTER
PARENTS ADVOCACY COALITION FOR EDUCATIONAL RIGHTS
4826 Chicago Avenue South
Minneapolis, MN 55417-1098 (612) 827-2966 (V/TDD)

HEATH RESOURCE CENTER
NATIONAL CLEARINGHOUSE ON POST-SECONDARY EDUCATION FOR INDIVIDUALS WITH DISABILITIES
American Council on Education
Suite 800
Washington, D.C. 20036-1193 1-800-544-3284 (V/TDD)

AHEAD
ASSOCIATION FOR HIGHER EDUCATION AND DISABILITY
P.O. Box 21192
Columbus, OH 43221 (612) 488-4972 (V/TDD)

RECORDINGS FOR THE BLIND
20 Roszel Road
Princeton, NJ 08540 (609) 452-0606

(CONTINUED ON NEXT PAGE)

DIVISION OF REHABILITATION SERVICES
Administrative Office
390 N. Robert, Fifth Floor
St. Paul, MN 55101 (612) 296-5616 or (612) 296-3900 (TDD)

TELECOMMUNICATIONS ACCESS FOR COMMUNICATION IMPAIRED PERSONS
Direct Connect Minnesota Relay Service
To relay calls:
Metro area - 297-5353
Outside Metro - 1-800-657-3529

For information:
Relay Info (V) - 1-800-657-3788
Relay Info (TDD) - 1-800-657-3789

LOCAL RESOURCE PERSONS
VIRGINIA, HIBBING MN. AREA

Jane Chilcote, M.S.
EASE Project Director
Mesabi Community College
9th Avenue & West Chestnut Street
Virginia, MN 55792
(218)749-7791 (V/TDD 218-749-7783)

Jane Parsons, M.S.
Student Support Services Advisor
Mesabi Community College
9th Avenue & West Chestnut Street
Virginia, MN 55792
(218)749-7730 (V/TDD 218-749-7783)

Bobbie Bouvier
Program Supervisor
Center for Independent Living
of Northeastern MN, Inc.
2310 First Avenue
Hibbing, MN 55746
(218)262-6675 V/TDD

Division of Rehabilitation Services
820 North 9 Street, #100
Virginia, MN 55792
(218)749-7725 V/TDD
George Nieman, Supervisor
Russ Wallner, Adult/Career
Marsha Ness, Career Rehabilitation

Interpreter Referral Service
1-800-456-3839
(218)723-4965
TDD (218)723-4961

Cindy Otto
State of Minnesota
Service Center for Persons
with Hearing Impairments
820 North 9th Street
Virginia, MN 55792
(218)749-7725 (V/TDD)

Darrell A. Rundell
Services for the Blind and
and Visually Handicapped
750 East 34 Street
Hibbing, MN 55746
(218)262-6754

Russ Wallner
Dept. of Rehabilitation
Services - Traumatic Brain
Injury Program
820 North 9 Street
Virginia, MN 55792
(218)749-7725 V/TDD

John A. Parsons, M.S.
Health Promotions Counselor
Employee HELP System
Mesabi Regional Medical Center
Hibbing, MN 55746
(218)262-4030 1-800-450-4020
TDD-(218)262-6418-Ask for John

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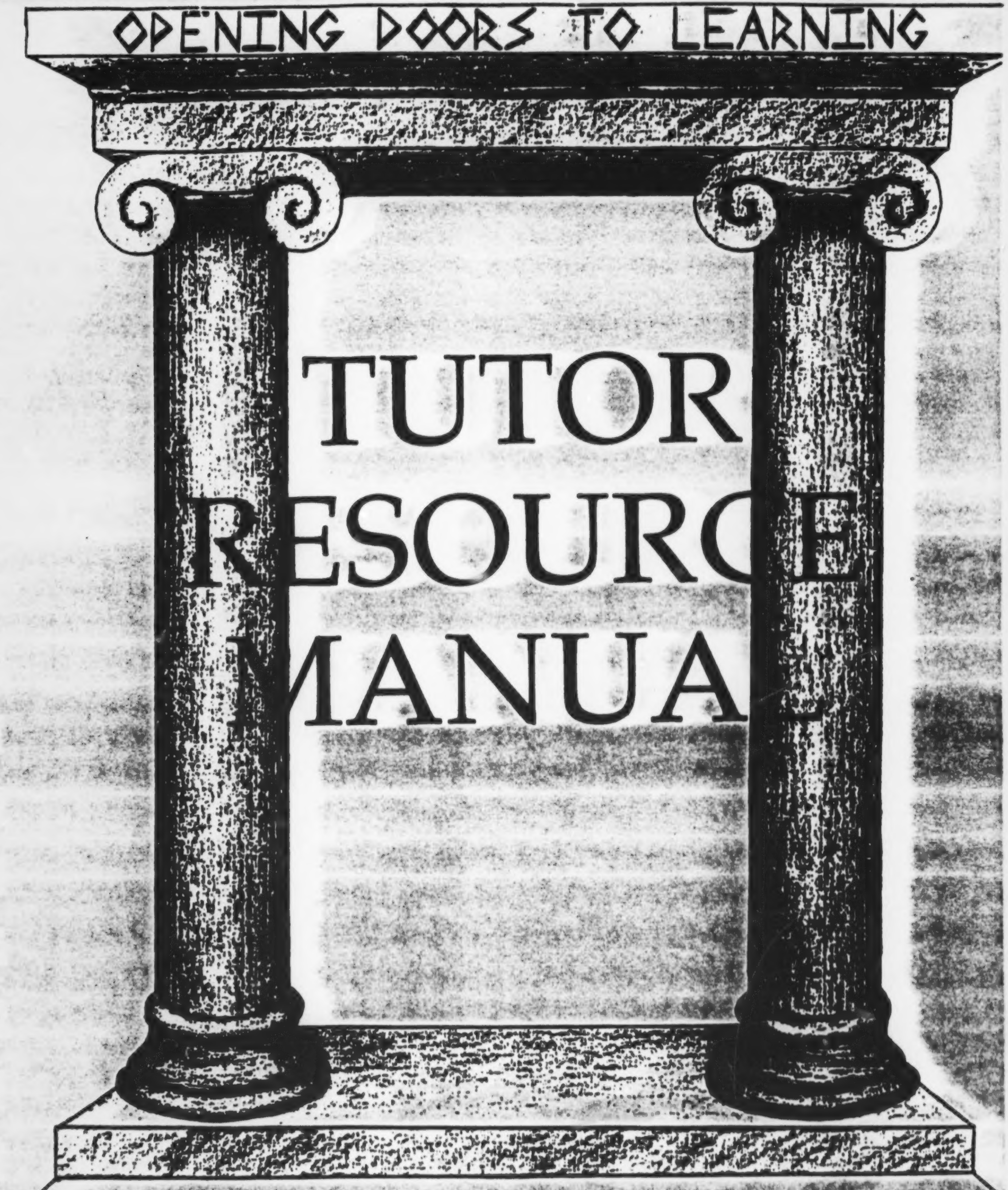
OPENING DOORS TO LEARNING



TUTOR RESOURCE MANUAL

BEST COPY AVAILABLE

TUTOR RESOURCE MANUAL

TUTORING STUDENTS IN THE COMMUNITY COLLEGE

INCLUDES SECTION ON DISABILITIES

SPONSORED BY E.A.S.E.
EQUAL ACCESS FOR STUDENTS TO EDUCATION AND EXPERIENCE
Arrowhead Community College Region

VIOLET CAIN ROBERTS
Academic Specialist
Mesabi Community College
Virginia, MN 55792

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INTRODUCTION

This manual is primarily written for the peer tutor in postsecondary institutions. New tutors should read the manual before starting out, and read it again after several months of actual tutoring experience. Thereafter, it will continue to serve as a valuable source of information. It is suggested that tutors add to the manual their own observations, experiences and teaching techniques, along with information gained in future training sessions.

The manual provides a general overview of policies, benefits, and responsibilities related to peer tutoring. It then proceeds into guidelines and procedures for accomplishing the task. The latter part of the manual deals with special needs, physical disabilities and/or learning differences, followed by suggestions and strategies for learning.

THE COMMUNITY COLLEGE LEARNING CENTER

Community colleges operate with an "open door" policy. This means that any person who wants to attempt a college education is accepted as a student. A high school diploma or GED are the only requirements. As the "open door" policy has become known, more and more students enter college with needs for remediation and developmental courses. As a result, colleges have established learning resource centers where students can find individual, specific help in their areas of need.

In addition, Federal law 504 mandates services which provide equal access to individuals with disabilities. The ADA (American Disabilities Act) reinforces that mandate. Many of the services provided in compliance with these laws are carried out in the college learning center. Besides peer tutoring, accommodations are offered which include scribes and/or readers and testing arrangements featuring extra time, and a quiet place. Notetakers and taped textbooks may also be a part of learning center services. Peer tutors take part in many of these additional services, sometimes proctoring tests, creating study helps and taping texts.

Some learning centers serve as testing centers. In addition to alternative testing for students with disabilities, instructors may make arrangements for makeup tests. Specific guidelines are needed for such testing.

General Testing Procedures:

Test is brought to Learning Center by the instructor.
Test is filed by Learning Center Staff.
Appointment is made by student for taking test.
Student leaves all books and notes with staff person.
Student takes test and is carefully proctored.
If accommodations are needed, they are implemented.
Student returns test to staff person.
Test is picked up by the instructor.

The Peer Tutor

Tutoring is individualized instruction. Tutoring in various forms has long been an accepted part of academic life. Although originally begun to meet needs of disadvantaged students, tutorial programs have proven to be helpful for students from all situations and backgrounds. The purpose of tutoring service is threefold: to help the student with a present specific problem, to assist in developing learning skills (learning how to learn), and to aid in building a positive self-concept.

Tutors are carefully selected. Among the requirements for a peer tutor is a good background in the subject, plus the ability to explain clearly and communicate sensitively to the student's problems. Recruitment involves soliciting recommendations from faculty and working with financial aid offices. Most student tutors are work study employees.

Knowledge of the subject is, of course, the first prerequisite tutor supervisors look for. Good grades and communication skills come next. It is vital for tutors to be sensitive, empathic, and nonjudgemental. Tutors must also have a realistic understanding of course requirements and college practices.

Tutors must be willing to attend training sessions, must be dependable, must be committed to student success and skilled in interpersonal relationships.

Every learning center has different organization and rules. Tutors must receive this information from their own center and must follow the directions as given. Broken appointments and chronic lateness are unacceptable.

BENEFITS OF BEING A PEER TUTOR

Busy tutors ask, "What am I going to get out of this?" It's important to realize the benefits that result from peer tutoring.

No measurement can be devised for intrinsic reward. Inner satisfaction that comes from helping someone or from recognizing a job well done is the primary motivation for many tutors. The relationships that develop and the honing of interpersonal skills are also factors. Prestige and academic respect come to those who lead in educational surroundings. For other tutors, the primary reward is the actual remuneration. Though usually minimum, most college students can find a use for the money earned.

An important benefit seldom emphasized is that of increased and reinforced knowledge. Tutors find that preparation for sessions and actual practice with material reviews their own knowledge, making it more accessible and usable. It is especially beneficial to tutor in one's own career field. A psychology major tutoring general, developmental and abnormal psychology will gain a far better grasp of subject matter than could be achieved just by taking those courses. Tutoring also develops questioning skills.

Finally, peer tutoring is a job. It looks great on a resume and will be sure to impress future employers. In addition, if a tutor is consistently punctual, dependable and effective, glowing letters of recommendation are easily obtained from supervisors in the learning center.

Peer tutoring helps more than the student who is seeking help. It brings satisfaction to the tutor, gives him/her a more secure base of knowledge and can affect future employment opportunities. It is definitely a worthwhile experience for college students.

ROLES OF THE TUTOR

THE TUTOR AS COACH:

A coach is a trainer who stands at the sidelines and can observe what is happening and what is needed to solve problems. A coach does not go out on the field to play (does not do the students' work) but will enthusiastically praise a job well done.

THE TUTOR AS COUNSELOR:

A tutor learns to look at the student as a person. There is more going on than just this one course. Learning is a very personal thing, as individual and unique as the person doing it. It is important to recognize differences as valid, and work with the person according to his/her own style and method. Building a relationship, watching for barriers, and careful listening are components of an effective tutoring relationship. For serious personal problems affecting a student's academic performance, tutors refer students to professional counselors.

IMPROVING INTERPERSONAL EFFECTIVENESS

Tutors work closely with students, so interpersonal skills are vital. Sensitivity and respect for the uniqueness of the individual are part of the necessary ingredients. There are ways to improve these skills. Suggestions follow:

1. *Establish rapport* and a positive relationship without encouraging dependency.
2. *Work with the student* in setting objectives and boundaries for each session.
3. *Improve listening skills and develop patience.* Active listening with eye contact and alert posture communicate caring.
4. *Develop effective questioning skills.* Ask "why" and "how" questions rather than "what".
5. *Avoid lecturing and other negative behaviors.* Negative behaviors which affect students' learning include insufficient wait time after questions; rapid reward, when the tutor says "Right" to the first answer given; programmed answering where questions reveal the answer;

nonspecific feedback questions, such as "Do you understand?"; and, fixation at a low level of questions that yield one-word or yes/no answers.

6. *Assess progress* through positive reinforcement. Students who respond slowly in class can be rewarded in individual tutoring sessions. The tutoring situation also lowers anxiety. Tutors can repeat material in different ways and alter cues to fit individual learner's needs, cultural backgrounds, and experiences. They can help students actively participate. Tutors provide encouragement and support as the student struggles with a concept and honestly praise the student when he or she has mastered it.
7. *Learn Techniques for dealing with problems.*
8. *Avoid student manipulation.*
9. *Know the special role of the drop-in tutor* -- learn to facilitate informal (student-to-student) learning.
10. *Work with groups.* Study groups are useful in discussing issues, thus making subject matter more memorable.

POLICIES ON SEXUAL HARASSMENT

Since a tutor is an employee of the Community College System, the policies on Sexual Harassment and on consensual Romantic/Sexual relationships apply. Although the power differential is not as great in the tutoring relationship as in those named in the policy, there is inherent danger for both parties in consensual romantic/sexual relationships. Those in charge of college learning centers and other tutoring services will strongly discourage any such relationship between a tutor and a student. The policies of the Community College System follow.

Policy on Sexual Harassment and Sexual Violence

The Minnesota Community College System is committed to ensuring an educational and employment environment free of sexual harassment, sexual violence or harassment based on sexual orientation

1. Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:
   (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, evaluation of a student's academic performance, term or condition of participation in student activities or in other events or activities sanctioned by the college: or
   (b) submission to, or rejection of, such conduct by an individual is used as the basis for employment, academic decisions, or other decisions about participation in student activities or other events and activities sanctioned by the college; or
   (c) Such conduct has the purpose or effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

2. Sexual Harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended in 1972, (42 U.S.C. S2000e, et. Seq.) the Minnesota Human Rights MS 363.03, Subdivision 51, and Title IX of the Education Amendments of 1972, (20 U.S.C. 1681, et. Seq.) and is punishable under both federal and state laws

3. Sexual Violence or Assault: Acts of sexual violence, such as rape, acquaintance rape, or other forms of nonconsensual sexual activity; or violence and harassment based on sexual orientation will not be tolerated in the Minnesota Community College System. Such acts are

inappropriate and create an environment contrary to the goals and mission of the System and its colleges. These acts will be thoroughly investigated and will subject an individual to appropriate disciplinary sanctions and/or possible action by appropriate law enforcement agencies.

The Dean of the College and the Director of Student Services are the College's Designated Sexual Harassment Officers and are responsible for investigating complaints and alleged harassment which has not yet resulted in complaints. Please contact the Dean and/or the Director of Student Services in the event of harassment.

MINNESOTA COMMUNITY COLLEGE SYSTEM — SECTION IV
POLICIES AND REGULATIONS — **PERSONAL AFFAIRS**

VI.06.04.02 CONSENSUAL ROMANTIC/SEXUAL RELATIONSHIPS

BOARD POLICY

Consensual romantic/sexual relationships between faculty, staff and students or between supervisors, staff and employees are strongly discouraged.

Substantial risks are involved even in seemingly consensual/sexual relationships where a power differential exists between the involved parties. The respect and trust accorded a faculty member or other employee by a student, as well as the power exercised by faculty in giving grades, advice, praise, recommendations, opportunities for further study or other forms of advancement may greatly diminish the student's actual freedom of choice concerning the relationship. Similarly, the authority of the supervisor to hire, fire, evaluate performance, reward, make recommendations, assign, and oversee the work activities of employees may interfere with the employee's ability to choose freely in the relationship.

Claims of a consensual romantic/sexual relationship will not protect an individual from sexual harassment charges nor will it guarantee a successful defense if charges are made. It is the faculty member, supervisor, or staff who will bear the burden of accountability because of his/her special power and responsibility, and it will be exceedingly difficult to use mutual consent as a defense.

All employees should be aware that entering into a romantic/sexual relationship between faculty, staff and students or supervisors, staff and employees is ill-advised and is not condoned by the Minnesota Community College System.

TUTOR CODE OF ETHICS

I will respect the dignity and the inherent worth of each individual.

I will give the student my full attention and accept him/her without judging.

I will encourage without flattering.

I will not impose my values and beliefs on my students.

I will work to build my student's self-confidence and independence.

I will learn from my students.

I will not do the student's work for him/her.

I will tutor only subjects in which I am proficient and knowledgeable.

I will be honest about areas where I am uncertain.

I will be punctual and dependable.

I will set an example of good time management, class attendance and good study habits.

I will keep accurate records of my tutoring sessions.

Twenty-one "Bees" for Tutoring

- Be friendly. Get to know the student by name.
- Be encouraging. Make sure the student succeeds in some way.
- Be positive. Show faith in the student's ability.
- Be on time and prepared.
- Be specific. Give the help that is needed.
- Be enthusiastic. Show that you enjoy the subject.
- Be accepting, not condescending.
- Be a listener. Give the student your full attention. Let him/her do most of the talking during the session.
- Be patient. You may have to go over material often. Ask one question at a time.
- Be focused. Keep the interactions on track.
- Be fun. Use a variety of ways to explain things.
- Be effective. Provide the information that the student needs rather than what you know.
- Be a good questioner. Avoid asking "yes" or "no" questions.
- Be clear. Check to see if you have been understood.
- Be honest. Admit if you don't know an answer.
- Be flexible. Working with each student is a unique and individual experience.
- Be aware. Watch for clues in order to identify underlying feelings.
- Be a good student so that you can suggest successful study habits based on your own experiences.
- Be knowledgeable about available resources. Know your learning center.
- Be trustworthy. Respect the student's privacy and do not discuss his/her problems with others.

LEARNING STYLES

More and more emphasis in educational circles is being placed on individual learning styles. Studies are being done on ways to learn and how students differ in their learning styles. These differences are not related to intelligence or disabilities, but merely indicate the individual's preferred method for processing of information.

Not everyone learns well in the same way. Some learn best by reading. Others learn best by listening. Still others learn best when they watch demonstrations or do projects. "Learning styles" refers to the variety of ways people take in, store, and retrieve information. Learning styles can give clues about how to best approach a particular task.

Only a small percentage of people are primarily auditory learners. However, almost all postsecondary classroom teaching is directed to this style of learning. By supplementing visual and tactile experience, student learning can be enhanced. Find out more about your own individual learning style by doing the following inventory.

Learning Styles Inventory

Group 1

__ 1. I like to read when I have free time.
__ 2. I like to read a report rather than be told what's in it.
__ 3. I understand something best when I read it.
__ 4. I remember what I read better than I remember what I hear.
__ 5. I would rather read a newspaper than watch the news on TV.
____ **Total number of check marks in Group 1.**

Group 2

__ 1. I take notes when I read to better understand the material.
__ 2. I take lecture notes to help me remember the material.
__ 3. I like to recopy my lecture notes as a way of better understanding the material.
__ 4. I make fewer mistakes when I write than when I speak.
__ 5. I think the best way to keep track of my schedule is to write it down.
____ **Total number of check marks in Group 2.**

Group 3

__ 1. I like to listen to people discuss things.
__ 2. I learn more when I watch the news than when I read about it.
__ 3. I usually remember what I hear.
__ 4. I would rather watch a TV show or movie based on a book than read the book itself.
__ 5. I learn better by listening to a lecture than by taking notes from a textbook on the same subject.
____ **Total number of check marks in Group 3.**

Group 4

__ 1. I remember things better when I say them out loud.
__ 2. I talk to myself when I try to solve problems.
__ 3. I communicate better on the telephone than I do in writing.
__ 4. I learn best when I study with other people.
__ 5. I understand material better when I read it out loud.
____ **Total number of check marks in Group 4.**

Group 5

__ 1. I can "see words in my mind's eye" when I need to spell them.
__ 2. I picture what I read.
__ 3. I can remember something by "seeing" it in my mind.
__ 4. I remember what the pages look like in books I've read.
__ 5. I remember people's faces better than I remember their names.
____ **Total number of check marks in Group 5.**

Group 6

__ 1. I like to make models of things.
__ 2. I would rather do experiments than read about them.
__ 3. I learn better by handling objects.
__ 4. I find it hard to sit still when I study.
__ 5. I pace and move around a lot when I'm trying to think through a problem.
____ **Total number of check marks in Group 6.**

Interpreting the Inventory

This inventory deals with six basic learning styles: reading, writing, listening, speaking, visualizing, and manipulating. You probably use a combination of several learning styles as you go about your work. The learning styles inventory is designed to point out your *strongest* learning styles. Look over the inventory you took. In which groups do you have the most check marks?

If you had three or more check marks in Group 1, *reading* is one of your preferred learning styles. You find it easier to learn information by reading printed words.

If you had three or more check marks in Group 2, *writing* is one of your preferred learning styles. You learn information more easily when you express it in written form.

If you had three or more check marks in Group 3, *listening* is one of your preferred learning styles. You find it easy to learn information that you hear.

If you had three or more check marks in Group 4, *speaking* is one of your preferred learning styles. You are best able to learn when you express yourself out loud.

If you had three or more check marks in Group 5, *visualizing* is one of your preferred learning styles. Your mind's eye is a very powerful learning tool for you. You learn well when you use your brain to "photograph" information.

If you had three or more check marks in Group 6, *manipulating* is one of your preferred learning styles. You learn well when you are able to handle objects you're learning about. Manipulating situations by changing your location, moving around, etc., also helps you to learn.

Each of the next six sections focuses on one learning style. Turn to the sections that feature your preferred learning styles to find general suggestions for taking advantage of the ways you learn best. Read about any learning style in which you had three or more check marks. These are your strongest learning styles and you should use them whenever you can.

Reading

If reading is one of your preferred learning styles, you take in, store, and retrieve information more easily when you can see it and read it yourself. Below are some general suggestions for how to take advantage of this style.

- Read a chapter before you listen to the lecture on it.
- Read a book or article about a topic instead of attending a lecture.
- When you watch demonstrations, take good written notes. Later you can refresh your memory by reading your notes.
- Get information for reports by reading instead of watching videos or listening to speeches.

- Read your notes, study guides, and flash cards over and over again.
- Back up what you hear by taking notes that you can refer to again.
- Read directions instead of having someone tell you how to do something.
- Read information yourself instead of having someone read it to you.
- Look up words you don't know the meaning of in a dictionary instead of asking someone what they mean. You'll be more likely to remember the meanings.
- Make travel plans by reading maps and travel guides.
- Choose a job that requires more reading than listening.

Writing

If writing is one of your preferred learning styles, you take in, store, and retrieve information more easily when you write it down. Below are some general suggestions for how to take advantage of this style.

- "Pencil read" by reading with a pen/pencil in you hand. Underline and take notes as you read. "Talk to yourself" in writing.
- Take good lecture notes.
- Recopy your lecture notes in your own handwriting.
- Choose to do written reports instead of giving speeches whenever possible.
- Write down the steps you need to follow in order to complete a project.
- Keep track of your schedule with a calendar system and write down commitments.
- Write lists of things you need to do.
- Carry a small notebook with you, so you can take notes to remember what you have read or heard.
- Write people letters instead of calling them on the telephone.

- Choose a job that involves more writing than listening or speaking.

Listening

If listening is one of your preferred learning styles, you take in, store, and retrieve information more easily when you hear it. Below are some general suggestions for how to take advantage of this style.

- Never miss a class. Listening to the information you have read about will help you to understand it better.
- Listen to information about a topic on videotape, TV, or an audiotape.
- Tape a lecture, so you can listen to it again.
- Read out loud the information you are studying.
- Interview people about the subject you are studying.
- Have another student read his notes to you.
- Study with other people. Discuss ideas and give each other oral tests.
- Discuss your notes, direction, or manuals out loud with yourself.
- Use a tape recorder to quiz yourself.
- Repeat information out loud after hearing it.
- Have someone read your tests to you or read them out loud to yourself.
- Call people on the telephone instead of writing to them.
- Choose a job in which listening plays an important part.

Speaking

If speaking is one of your preferred learning styles, you take in, store, and retrieve information more easily when you talk about it. Below are some general suggestions for how to take advantage of this style.

- Don't miss classes. You can ask questions about what is said.

- Dictate into a tape recorder what you need to write or study.
- Ask yourself questions out loud while you are studying.
- Study information by saying it out loud and discussing it with yourself.
- Study with other people, so you can discuss the information.
- Study for a quiz by asking questions out loud and answering them.
- Choose to give a speech rather than do a written report whenever possible.
- Repeat things right after you hear them to help you remember them.
- Calm your nerves by saying positive things to yourself.
- Call people on the telephone instead of writing them.
- If you are having trouble spelling a word, spell it out loud before you write it.
- Choose a job that requires speaking rather than writing.

Visualizing

If visualizing is one of your preferred learning styles, you take in, sort, and retrieve information more easily if you can picture something in the mind's eye. Below are some general suggestions for how to take advantage of this style.

- Close your eyes and practice "seeing" what you need to remember.
- Watch movies or videos on a subject, so you will have an easier time "seeing" the information again.
- As you read something, picture how it would look if you were seeing it in a movie.
- As you study diagrams and maps, close your eyes and "see" them again.
- Take special note of the shape of things you want to remember.
- Solve simple math problems by visualizing the numerals.

- Close your eyes and "see" a word you need to spell before you write it.

- Calm your nerves by picturing yourself calm and in control in that particular situation.

- Remember telephone numbers by studying them until you can "see" them in your mind's eye.

- Visualize your tasks on the job to more clearly understand what you need to do.

* For the visual learner, color coding notes, highlights and study materials help to organize material.

Manipulating

If manipulating is one of your preferred learning styles, you take in, store, and retrieve information more easily if you can handle things and/or change your environment. Below are general suggestions for how to take advantage of this style.

- Build models of hard-to-understand concepts.

- Experiment by doing things you read about.

- Watch someone do what you need to learn before trying it.

- Type a research paper on a typewriter or computer.

- Watch demonstrations instead or reading or hearing about them.

- Visit a place you are learning about.

- Given a choice, build a project rather than write a report about it.

- Do math problems with an abacus or with objects you can move.

- Make sure your work area allows you to move around while you study.

- Be flexible with your time schedule, so you can change plans and expectations when you need to.

- Choose a job that allows you to work with your hands and to move around.

Now that you understand learning differences, you are better equipped to help your students by teaching to their particular styles of learning. Copies of this inventory are in the appendix so you can test your student's learning styles.

Another tutoring approach, one that emphasizes multisensory learning, can be even more effective.

Multisensory learning involves as many of the senses as possible while studying. Encourage students to incorporate each of the following into learning time.

* Read it.

* Say it aloud.

* Write it.

* Listen to it (tape it).

* Visualize it (Use or create charts and maps).

* Manipulate it (Experience it).

The result of an experiment to determine how people learn best concluded that people remember:

10 percent of what they read
20 percent of what they hear
30 percent of what they see
50 percent of what they see and do
70 percent of what they say
90 percent of what they say and do

TIME MANAGEMENT

Often students need help in organizing study time. They may fail to see the "big picture." You, as tutor, may be able to help with this problem by giving them time management sheets and asking them to fill in their activities. These sheets are also helpful to busy homemakers who balance jobs, children and classes. Reduced copies are shown here. Full size sample time sheets and weekly schedule sheets are included in the appendix for use with students.

The class and work schedule sheet is filled out each week with classes, study time, tests, assignment due dates, TV time, games, recreation, etc. The calendars help students stay on target. It is important to schedule enough study time for every class on the agenda. Putting that time in a master schedule makes it more likely that such study will take place. Most students do not realize how much difference spacing study time makes in memory and retrieval. Tutors are encouraged to recommend the time sheets to students who have a tendency to let time get away from them. A number of tutor manuals and handbooks include time management suggestions and sample sheets. Whatever tools are used, getting control of time is vital to student success.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

WEEKLY CLASS AND WORK SCHEDULE Week of: ________

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
8:30 - 9:00							
9:00 - 9:30							
9:30 - 10:00							
10 - 10:30							
10:30 - 11							
11 - 11:30							
11:30 - 12N							
12 - 12:30							
12:30 - 1:00							
1:00 - 1:30							
1:30 - 2:00							
2:00 - 2:30							
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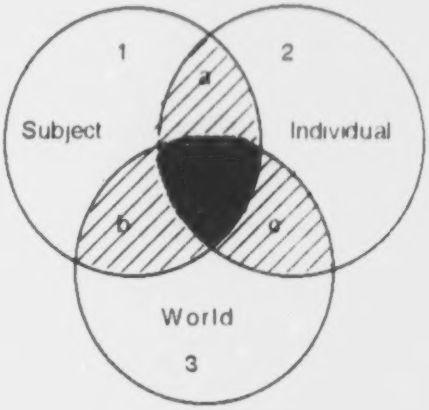
5:30 - 6:00							
6:00 - 6:30							
6:30 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 - 10:00							

BEST COPY AVAILABLE

THE QUESTIONING CIRCLE

A good tutor looks for ways to help students learn how to lear One effective method is to form good questions. Many learning techniques include questioning (SQ3R, Cornell note taking, etc.). However, students have a tendency to ask only fact related or definition questions. The text, Teaching Thinking, by Tiedt, Carlson, Howard, and Watanabe, presents an approach introduced by Christenbury and Kelly, which features questions covering cognitive levels of thinking. Using the Venn diagram with three overlapping circles, Christenbury and Kelly demonstrate the process. Circle 1 represents the subject being covered (literature text, science experiment, etc.). Circle 2 represents the individual (personal experiences, values, ideas). Circle 3 represents the world (other information, external knowledge). Obviously these components touch each other, often overlapping, creating shaded areas a, b, and c. This involves more complex thinking. The most integrative thinking occurs when all the circles overlap. This "dense" area contains the most significant (higher order) questions, bringing together subject matter, personal reality and external reality. Sample questions for a literature class reading The Diary of Anne Frank follow.



"Clear" questions:

TEXT: Why does the Frank family go into hiding?

READER: Have you ever been cut off from friends due to illness, quarantine, moving, or for other reasons? Describe what it felt like.

WORLD: What was the policy in Amsterdam toward Jews at this time?

"Shaded" questions:

TEXT/READER: If you had to go into hiding, who would you most resemble in attitude: Anne, Margot, or Peter?

TEXT/WORLD: Are we meant to believe that there were other Jews in hiding during this period? What evidence is given?

READER/WORLD: If your family were forced to flee Naziism, would you willingly go into hiding?

"Dense" questions:

TEXT/READER/WORLD: Could a situation such as that which sent the Franks into hiding for two years happen anywhere on earth today?

This approach to learning through questioning can help students learn throughout life.

Teaching the Writing Process

1. Brainstorm ideas: get several topics - choose one.
    - a. Write down every word you can think of about the topic.
    - b. Group the words.
    - c. Choose a heading for each group.
    - d. Write a topic sentence for each group; add heading, sequence, and details.

Example:

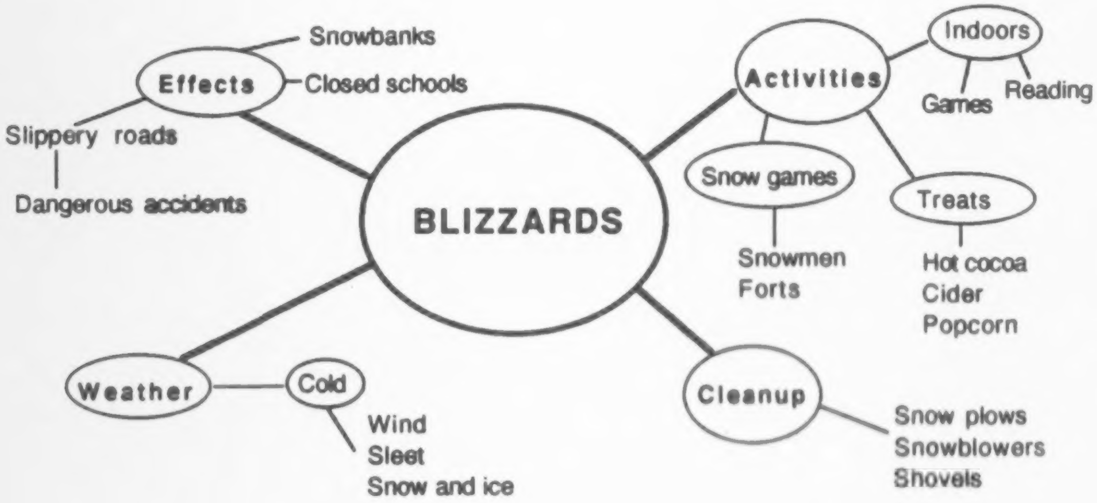
1. Blizzard
    - a. Accidents, slippery roads, closed schools, shovels, snowplows, snowblowers, snow, sleet, snowbanks, wind, cold, danger, snowsuits, snowmen, hot cocoa, puzzles, games, reading stories.

b.	Effects	Cleaning up	Weather	Activities
c.	slippery roads	snowplows	cold	snowsuits
	accidents	shovels	windy	snowmen
	closed schools	blowers	sleet	snowangels
	dangerous		snow	snow forts
	snowbanks		ice	hot cocoa
				puzzles
				games
				reading

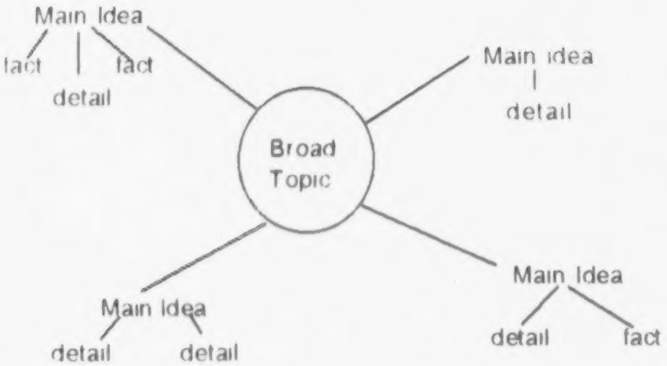
d. Weather: The blizzard's nasty weather influenced our lives.
Effects: The day of the storm...
Activities: Many unexpected opportunities...

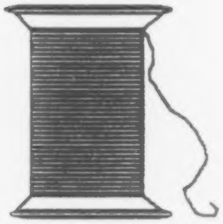
2. First Draft
3. Revise
4. Edit
5. Final Copy.

Mapping is a good way to get the writing process started. For example:


BLIZZARDS
Effects
Snowbanks
Closed schools
Slippery roads
Dangerous accidents
Activities
Indoors
Games
Reading
Snow games
Snowmen
Forts
Treats
Hot cocoa
Cider
Popcorn
Weather
Cold
Wind
Sleet
Snow and ice
Cleanup
Snow plows
Snowblowers
Shovels

General mapping example:


Main Idea
fact
fact
detail
Main idea
detail
Broad Topic
Main Idea
detail
fact
Main Idea
detail
detail

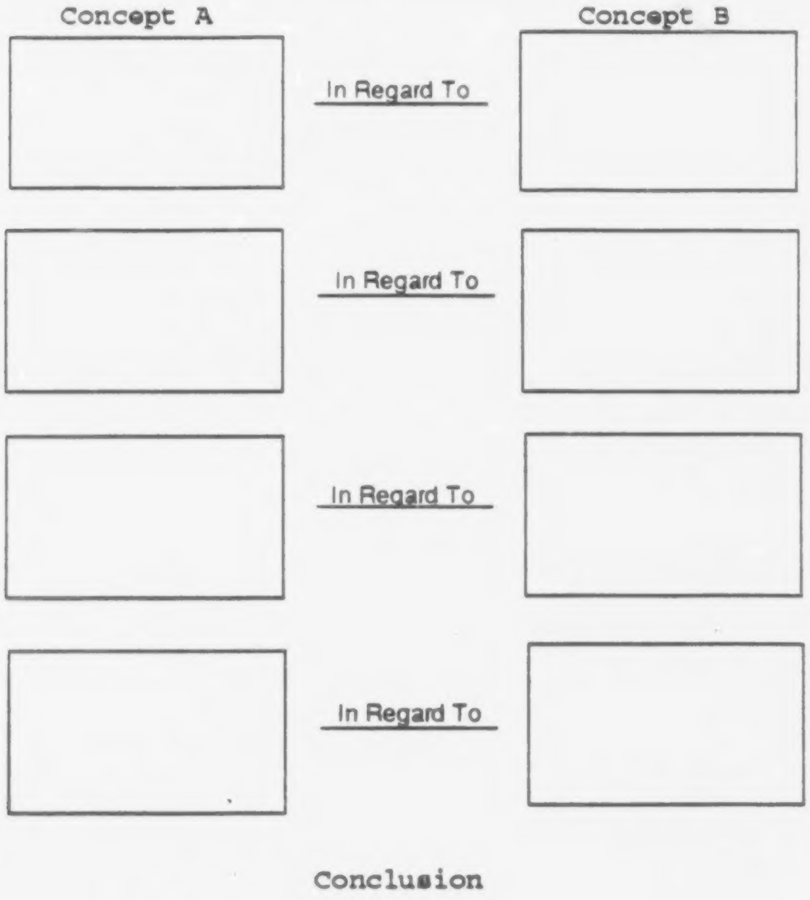


HOW IS AN ENGLISH ASSIGNMENT LIKE A SPOOL OF THREAD? The extended top and bottom of the spool are like the introduction and the conclusion of the paper because they begin and end the spool, containing its contents. They hold the thread in place so it remains stable. The thread is all one piece from beginning to end. In the same way, a good paragraph follows one thought, forming a coherent whole.

GRAPHIC ORGANIZERS

Visual learners often work better with something to look at. Maps, graphs, and diagrams are useful for putting information in a mode easier for these students to remember. For writing assignments, graphic organizers can be helpful in putting the paper together in an organized and coherent form. Included here is an organizer for a comparison/contrast paper. A full size copy of this sheet and others is in the appendix. Other assignments can be arranged in similar ways.

COMPARISON/CONTRAST


Concept A
Concept B
In Regard To
In Regard To
In Regard To
In Regard To
Conclusion

SPELLING

General Tip: **Learn basic spelling rules.** The chart below lists several basic rules. Read the spelling rules out loud. Write the example words as you think about the rules.

Basic Spelling Rules*

Rule	Example
Doubling Pattern 1: Double the final consonant if a word has one syllable, one vowel, and one final consonant, and the suffix starts with a vowel. Do not double *w* or *x*.	rip+ing = ripping pat+ed = patted fat+er = fatter
Silent *e* pattern 1: Drop the silent *e* at the end of a word if the suffix begins with a vowel.	file+ing = filing adore+ed = adored rude+er = ruder
Silent *e* pattern 2: Do not drop the silent *e* at the end of a word that ends in *ce* or *ge* if the suffix begins with an *a* or an *o*	change+able = changeable
Changing *y* to *i*: When adding a suffix to a word that ends in *y*, change the *y* to *i* unless the suffix begins with *i*. After changing the *y* to *i* add *es* instead of *s* to nouns and verbs.	berry+s = berries hairy+er = hairier scurry+ ed = scurried
Doubling Pattern 2: If a word has more than one syllable, double the final consonant if the suffix starts with a vowel and the last syllable has one final vowel, one final consonant and is accented.	begin+ing = beginning

MATH

Learn these aids for checking multiplication.

* Answers to the 5's end in 0 or 5	5 • 2 = 10	5 • 5 = 25
* Answers to the 10's end in 0	2 • 10 = 20	5 • 10 =50
* Answers to the 2's end in multiples of 2: 2,4,6,8,0.	2 • 2= 4	2 • 8 = 16
* In every multiple of 9, the sum of the digits is 9.	6 • 9 = 54 (5 + 4 = 9) 7 • 9 = 63 (6 + 3 = 9)	

Suggestions for Mathematics:

Find ways to differentiate between signs.
  Name the sign aloud as you read the problem.
  Circle the sign before starting the problem.
  Highlight or darken the sign.
  Write out the word, plus or minus.

Line up numerals correctly.
  Work in columns.
  Circle the problem number to separate it.
  Use graph or quadrille paper to keep numbers in line.
  Fold the paper into columns.
  Use lined paper sideways.
  Cover all columns you are not working on.

Difficult Tutoring Situations

The interpersonal dimension of the tutoring process is as important as the tutor's subject competence. And while most tutorial sessions offer no significant interpersonal problems, the difficult, ineffective encounter is always possible. The following discussions may help if such an encounter should occur:

Dysfunctional Student Styles

The majority of contacts between a tutor and a student go rather smoothly with both parties honestly and effectively engaging in the learning process. However, there are some tutorial encounters that do not go smoothly because of a disruptive affect or attitude presented by the student. Indeed, the student may even assume an entire "style" in relating to the tutor. The following list includes seven such disruptive styles, common characteristics of each, and suggested approaches to aid in establishing an effective learning relationship. First, two cautions:

Caution 1: Do not see these as mutually exclusive or as rigid postures evident from the first day. Under the various pressures of the quarter, a previously efficient student may drift into or assume one or more of these styles. The suggested approaches, however, would remain the same, with the additional suggestion of appealing to history--for example, "Well, three weeks ago, this was going fairly smoothly. Let's figure out when it was that things got confusing."

Caution 2: Though much of what a tutor does involves academic "counseling" (for example, tips on classes, study suggestions or warnings about specific professors), a tutor should not slip into the role of psychological counselor. The following list is to be used to establish an effective learning relationship, a relationship that allows a student to grow intellectually and allows a tutor to avoid frustrations and grow as a learning facilitator, The tutor would be extremely cautious about probing into any issues that seem to be emotionally charged, deeply defended, or significantly volatile. Doing this can either trigger disruptive emotional material or foster an inappropriate dependency, or both. If you have reason to suspect that your student is experiencing emotional difficulties, please consult with the learning center coordinator or refer the student to a college counselor.

Seven Disruptive Styles

1. Blocking

Characterized by:

- * Low frustration tolerance.
- * Immobilization/hopelessness.
- * Freezing up/blocking.
- * "It's beyond me."
- * "I'll never get it."

   - "I'm stuck."

   Best Approach:
   - Determine what the student **does** know, discuss that--show that foundation.
   - Begin from what the student knows and build, in simple steps, toward increasingly complex material.
   - Offer continual support.
   - Reinforce success consistently.

2. **Confusion (a variation of blocking)**

   Characterized by:
   - Bafflement/disorientation/disorganization.
   - Helpless feeling about the class.
   - "I just don't know what to do."
   - "I don't know what the professor wants."
   - "I studied for the test and got a *D*."
   - "I'm not sure where we're going."

   Best Approach:
   - Use the above four approaches.
   - Give structure and order to the student's sessions, to his notes, to papers, etc.

3. **Miracle Seeking**

   Characterized by:
   - Global interest or concern, with little specificity.
   - Enthusiasm about being with tutor, but fairly passive in actual tutoring process.
   - High (often inappropriate) level of expectation.
   - Evasion or inability to concentrate on tasks.

   Best Approach:
   - Downplay your role (for example, "I've had more exposure to this, that's all.")
   - Focus again and again to specific task.
   - Involve student continually with questions, problems.
   - Explain significance of active participation in learning process.

4. **Overenthusiasm (a variation of Miracle Seeking)**

   Characterized by:
   - High expectations/demands of self.
   - Talk of limited time, long-range goals versus immediate tasks.
   - Global interest/enthusiasm.
   - Often found with older students (for example, "Look, I'm thirty years old and I don't have the time these kids have.")

   Best Approach:
   - Explain counter-productive nature of this eagerness
   - Be understanding, yet assure the student that he has time.
   - Use numbers 2,3, and 4 under Miracle Seeking listed above.

5. **Resisting**

   Characterized by:
   - Variations of sullenness/hostility/passivity/boredom.
   - Disinterest in class/work/tutor or

- Defensive posture toward class/work/tutor.
- Easily triggered anger.

Best Approach:

- Allow student to ventilate.
- Use first session--possibly second--to build relationship.
- Be pragmatic, yet understanding (for example, "Look, I know this class is a bore, but you need it to graduate--let's make the best of it.")
- As opposed to 1 under Miracle Seeking, establish credibility/indicate past successes.
- If it comes up, assure student that his complaints about a class are confidential.

6. **Passivity (a variation of resisting)**

Characterized by:

- Noninvolvement/inattention/low affect.
- Boredom.
- Little discussion initiated/few questions.

Best Approach:

- Empathize (for example, "You're not crazy about asking a lot of questions in class, are you?" or "It's pretty much of a drag to sit here, isn't it?").
- Attempt to build a relationship and mobilize the student
- Utilize as many mobilizing techniques as possible--questions, problems, minitasks to be accomplished by next session (even checking a book out of the library).
- Reinforce all activities and successes.

7. **Evasion**

Characterized by:

- Manipulation.
- Verbal ability/glibness versus focused writing or problem-solving skills.
- Global/nonspecific praise of tutor's skill, course content, and so on.

Best Approach:

- As with 2 under Miracle Seeking, downplay your role.
- Focus the student on specific tasks; involve him continually with questions, problems.
- If evasion continues, you should ask, in a nonthreatening way, why the student has come for tutoring and what he expects from you (for example, "You know, we've met several times already, but we haven't gotten much done -- what do you think we should plan for future sessions?" or "My biggest concern is your success in this class; how, specifically, can I help you with that?").

Other Difficult Tutoring Situations

Age Differences

Sometimes age differences create an indivisible barrier in the tutoring relationship. An older student may feel resentment or frustration when being helped by someone much younger. On the other hand, a young student may be resistant to help offered by a person closer to his/her parent's age. The helping relationship can lead to inappropriate hostility -- or even dependency. Tutors should consistently focus discussions to the course material. Thus, externals will more likely be put into perspective.

Students Who Glide Into Failure

These students seem calm and confident but grades reveal problems. It is important to be aware of underlying feelings. A serene exterior may be covering despair. Focusing on reality and accurate self-assesment may help.

If the evidence and the students reports are conflicting, the tutor should gently but firmly discuss the facts. With the student, explore where the actual problems lie. Also, giving assignments, keeping on task and consistent follow-up may help this student achieve some success.

(Adapted from Improving Student Learning Skills, Martha Maxwell)

LEARNING STRATEGIES

Often students perform poorly because they do not know "how to learn." Students can learn "how to learn" through learning strategies. Learning strategies are techniques, principles, or rules students use to learn to solve problems and complete work independently. These strategies focus on how to learn and how to use information. As students advance in the educational system, demands increase for the acquisition and memorization of information and for the demonstration of their knowledge of this information. Strategies enable students to cope with academic demands and teach them how to generalize their skills to a variety of settings including classes, home and employment settings. The overriding goals are for students to learn skills and content and to complete tasks independently.

MNEMONIC STRATEGY

Any memory aid to assist in retrieval is a "mnemonic". Used primarily in memorizing lists, these strategies help identify and organize information.

A commonly used mnemonic device is the acrostic. For example, the word "HOMES" can help one list the Great Lakes (Huron, Ontario, Michigan, Erie, Superior). By using the first letter of each work in a list and forming a word from these first letters, the student can access the list. If a word cannot be formed, a sentence of words each beginning with the first letter of words in the list can help trigger memory.

CORNELL SYSTEM OF NOTETAKING

Notetaking strategies all involve a wider (three-inch) left margin for asking questions or writing main points.

SQ3R

This system involves the steps survey, question, read, recite and review.

Most "how to study" books contain details for learning and teaching these and other strategies.

ASSISTIVE TECHNOLOGY

Every Learning Center differs in the amount and kind of technological equipment available. Tutors need to explore their own centers and become familiar with all of the equipment. Some available resources are:

SOUNDPROOF
A software program including a voice synthesizer which allows the computer to read back what has been typed into the word processor.

ZOOMTEXT
This program enables the visually impaired to adjust the size of the text on the screen.

VOICETYPE
The computer types on the screen as the student speaks into a microphone. Students with writing problems may type a paper by talking it through.

AVT
An old technology with current usefulness, has Audio-Visual Courses in Basic Math and Basic Algebra which combine audio tape and slides for effective individual learning.

VCR
Videos on How to Study and on courses such as writing and biology.

FOUR-TRACK PLAYER/RECORDER
Special equipment provided by Recording for the Blind, for taping lectures and listening to textbooks on tape.

OTHER
A Print enlarger is located in the learning center for students who require larger print for reading. Other helps include videos and Franklin spellers.

Ask about other technical assistance.

POSTSECONDARY STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES
General Considerations

In many ways students with disabilities are like other students. They have the same needs: the need to be challenged, to be part of a group, to be accepted, and to succeed. These students wish to be treated as individuals and not to be singled out or stereotyped as disabled. The following general considerations are important in assisting students with disabilities to meet their educational goals:

- A disability is seldom "total," and usually affects a surprisingly narrow range of activity.

- Many persons find themselves feeling awkward, fearful, or self-conscious when interacting with persons who have disabilities. Common sense, courtesy, caring, and experience will reduce these natural reactions.

- Students with disabilities are frequently "experts" regarding their condition and can often suggest solutions for problems.

- Actions that call attention to deficiencies in students with disabilities should be avoided.

- Misconceptions and/or lack of knowledge concerning disabilities are common. The term "disabled" is not synonymous with cognitive impairment.

- Students with disabilities often resist identification and/or accommodation in order to avoid being "labeled."

- If efforts and techniques are not working, or if you suspect someone may have other learning concerns, see the Learning Center coordinator or the disabilities coordinator.

(*College Students with Disabilities*: A Reference Guide for Faculty, Minnesota Community College System.)

Section 504 of the Rehabilitation Act of 1973

Section 504 is a very brief law; however, detailed regulations regarding implementation can be found in 34 C.F.R. part 104. The law states:

> "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Since federal financial assistance includes veterans' education benefits and the Basic and Supplemental Educational Opportunity Grant Program, few, if any, universities are exempted from implementing Section 504.

According to this law, a "handicapped" individual is a person who has a "physical or mental impairment which substantially limits one or more major life activities" and includes specific learning disabilities such as dyslexia. With regard to postsecondary education students, "qualified refers to a handicapped person who meets the "academic and technical standards" required for admission or participation in an educational program or activity.

Section 504 requires that faculty, administration, and staff be apprised of the following:

1. No student can be excluded from any course, major, or program solely on the basis of a handicap.

2. Certain academic adjustments, commonly referred to as accommodations, are mandated especially in regard to the provision of alternative testing and evaluation methods for measuring student mastery, except when such an alteration would result in a modification to course objectives.

3. Modifications, substitutions, or waivers of a course, major, or degree requirements are discussed in the regulations implementing Section 504 and may be necessary to meet the needs of some students with learning disabilities.

4. Changes in time limits to complete a degree may have to be made.

5. It is discriminatory to restrict the range of career options in counseling students with LD as compared to non-disabled students with similar interests and abilities

unless such counsel is based on strict licensing or certification requirements in a profession that may comprise an obstacle.

In such cases, the counselor or advisor should inform the student of these requirements so individuals can assess them in light of their learning disabilities and make an informed decision.

Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:

Blindness or visual impairments
Cerebral palsy
Chronic illnesses, such as:
    AIDS
    arthritis
    cancer
    cardiac diseases
    diabetes
    multiple sclerosis
    muscular dystrophy
    psychiatric disorders
Deafness or hearing impairments
Drug or alcohol addiction*
Epilepsy or seizure disorders
Mental retardation
Orthopedic handicap
Specific learning disability
Speech disorder
Spinal cord or traumatic brain injury

* Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol.

RESPONSIBILITIES OF MINNESOTA COMMUNITY COLLEGES

Section 504 regulation defines a qualified student with disabilities for post-secondary education programs as a person with a disability who meets the academic and technical standards requisite for admission to, or participation in, the college's education program or activity.

A college has no obligation to identify students with disabilities. In fact, Section 504 prohibits a postsecondary education provider from making a pre-admission inquiry as to whether an applicant for admission is disabled. However, a post-secondary institution is required to inform applicants and other interested parties of the availability of auxiliary aids, services, academic adjustments, and the name of the person designated to coordinate the college's efforts to carry out the requirements of Section 504. After admission (including the period between admission and enrollment), the college may make confidential inquiries as to whether a student has a disability for the purpose of determining whether certain academic adjustments or auxiliary aids or services may be needed.

Many students with hidden disabilities, seeking college degrees, were provided with special education services during their elementary and secondary school years. It is especially important for these students to understand that postsecondary institutions also have responsibilities to protect the rights of students with disabilities. In elementary and secondary school; the school district is responsible for identifying, evaluating, and providing individualized special education and related services to meet their needs. At the postsecondary level, however, there are some important differences. The key provisions of Section 504 at the postsecondary level are:

- That no student may be excluded from any course or courses of study solely on the basis of handicap;
- That prohibitive rules, such as those banning tape recorders from the classroom, be waived for some students with disabilities;
- That auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;
- That alternative testing and evaluation methods for measuring student achievement may be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);
- That classes may have to be rescheduled to permit access for students with mobility impairments;
- That special equipment or devices used in the classroom (and in some cases teaching techniques) that rely upon the sight, hearing, or mobility of students may require adaptation in individual cases; and
- That it is discriminatory to counsel students with disabilities toward more restrictive careers than non-handicapped students, unless such counsel is based on strict licensing or certification requirements in a profession.

MINNESOTA COMMUNITY COLLEGE SYSTEM **SECTION IV**
POLICIES AND REGULATIONS **STUDENT AFFAIRS**
IV.04.05 STUDENTS WITH DISABILITIES

BOARD POLICY

In accordance with Section 504 of the Rehabilitation Act of 1973, Minnesota Community College System affirms the rights of students with disabilities to equal opportunity and treatment in recruitment, admission, progress, services, and activities.

In accordance with Minnesota statute 135.A.16, each campus shall provide, at a minimum, the following services:

1. Support, counseling, and information that may include support groups, individual counseling, career counseling and assessment, and referral.

2. Academic assistance services that may include early registration services, early syllabus availability, course selection and program advising, course work and testing assistance, and tutoring.

3. Advocacy services that may include a designated ombudsman serving as the primary contact and coordinator for students needing services, assistance in working individually with faculty and administrators, intervention procedures, and grievance procedures."

In addition, each community college shall publish in its campus catalogue, and quarterly schedule of offerings, information on campus services that are available to students with disabilities, the name of the college contact person, and the designated location for obtaining information on services.

A QUICK REFERENCE GUIDE

Say...	Don't Say...
person with cerebral palsy	palsied, or C.P., or spastic
person who has...	afflicted, suffers from, victim
without speech, non-verbal	mute, or dumb
person with a psychological disability	crazy or insane
person who is deaf or hard of hearing	deaf and dumb
uses a wheelchair	confined to a wheelchair
person with epilepsy	retarded epileptic
has a learning disability	is learning disabled
non-disabled	normal, healthy
has a physical disability	crippled
congenital disability	birth defect
condition	disease (unless it is a disease)
seizures	fits
cleft lip	hare lip
mobility impaired	lame
chronic illness	sickly
paralyzed	invalid or paralytic
has hemiplegia (paralysis of one side of the body)	hemiplegic
has quadriplegia (paralysis of both arms and legs)	quadriplegic
has paraplegia (loss of function in lower body only)	paraplegic

(College Students with Disabilities, Minnesota Community College System.)

GENERAL SUGGESTIONS FOR WORKING WITH STUDENTS WHO HAVE DISABILITIES

WHEN SPEAKING AND WRITING WITH A STUDENT, PUT THE STUDENT FIRST, THE DISABILITY SECOND.

EXAMPLE:

"Student with a learning disability"
"Person with cerebral palsy"
"Student who uses a wheelchair."

USE THE WORD "DISABILITY" TO DESCRIBE A FUNCTIONAL LIMITATION.

EXAMPLE:

"The student has a physical disability which affects his/her ability to stand for long periods of time."
"This employee has a visual disability and will need special lighting in his/her work area."

USE THE WORD "HANDICAP" TO DESCRIBE A SITUATION OR BARRIER CREATED BY SOCIETY, THE ENVIRONMENT OR SELF.

EXAMPLE:

"The high curb created a handicap for John in his wheelchair."
"The staircase on the outside of the courthouse was a handicap for Norman with his crutches."

* Remember, students with disabilities are people who have more similarities than differences with other students. These students enter the program for the same reasons as any other student. This creates a common interest. Build upon this.

* Don't make assumptions about what the student can or cannot do. Let the student take the initiative to explain the disability, the limitations, and the accommodations or modifications needed. If the student doesn't take the initiative, ask.

* Be consistent in what behavior is expected of all students. Don't accept inappropriate behavior from a student with a disability.

* You may need to ask if the student needs assistance. Don't assume he/she needs help. The best rule of thumb is to let the student know he/she can ask for and receive help.

* Be a role model by showing appropriate behavior towards all students.

* Emphasize abilities not limitations.

* Do not label. Don't say "disabled"; say people with disabilities.

(College Students with Disabilities, Minnesota Community System.)

PHYSICAL DISABILITIES

HEARING IMPAIRMENT

Hearing impairment refers to a reduction in sensitivity to sound which may be accompanied by some loss of the ability to correctly interpret auditory stimuli, even when amplified. Hearing impairments make achievement more difficult to obtain but not impossible.

HEARING DISABILITY

TERMS:

Hearing Impaired: A general term used to include all degrees of hearing loss from minor to severe.

Deaf: The spoken word cannot be understood with or without the use of amplification.

Hard of Hearing: A varying degree of hearing loss in which the person must use visual as well as auditory means to understand the spoken word. Sounds may or may not be clear, and usually the person needs amplification.

Educational Implications: The student may exhibit problems in one or more of the following areas:

GENERAL

- Impaired language development affecting comprehension of written materials, test questions, speaking, and writing.
- Misinterpretation of assignments.
- Difficulty in participating in group discussions or other small-group activities.
- Difficulty grasping abstract concepts.
- Inability to participate without an interpreter.
- Reduced comprehension for hearing aid users due to environmental noise.
- Dependence on visual cues.
- Inaccurate assessment based on standardized test scores.

SOCIAL

- * Social isolation.
- * Low self-esteem and/or confidence.
- * Sense of vulnerability.

Suggested Communication Techniques:

- * Talk with the student about the rate and volume of voice communication which will facilitate comprehension.
- * Use facial expressions, gestures, and other "body language".
- * Avoid blocking your mouth if student lip reads and avoid speaking with your back to the person.
- * Rephrase a thought if the student does not understand.
- * Check for comprehension.
- * Consider learning basic sign language.

Suggested Environmental Techniques:

- * Encourage the student to sit in the front row in class.
- * Avoid placing the person in a noisy environment.
- * Room acoustics and environmental noise need to be considered for a student using a hearing aid.
- * Inform the student by touch or signal to evacuate the building in case of a emergency.

Suggested Interpreter Tips:

- * Direct questions and conversation to the student, not to the interpreter.
- * Provide the interpreter a list of technical terms and unfamiliar vocabulary.
- * Notify interpreter of schedule changes in advance.

ADDITIONAL INFORMATION
ABOUT HEARING LOSS

The student may have difficulty with the English language. English can be considered a second language for people who use American Sign Language (ASL) as their native language. Often, students using ASL may have English errors: omitted articles of a, an, and the; lack of subject/verb agreement; omitted plurals or endings; irregularities in sentence construction. The students usually have difficulty with idioms, passive voice, and innuendos or inferences.

Hearing aids have no effect on a person's ability to process the sound. Hearing aids amplify only; they do not make sounds clear. Some students benefit from hearing aids, but others do not.

Speech reading or "lip reading" is sometimes used. Students need to see the tutor's face in a good light for speech reading. Even with ideal situations, students usually understand about one-third of the information due to the identical mouth movement in many speech sounds; for example, "p" and "b" look just alike and "d" and "t" look just alike.

Some students speak clearly; others do not. If you do not understand, ask the student to repeat. Sometimes the student may use writing to clarify communication.

VISUAL IMPAIRMENT

Visual impairment is the loss of visual function of so that special aids and use of other senses are necessary to achieve performance ordinarily directed by visual clues. Students who are "visually impaired" may be either partially or totally blind.

TERMS:

Definition: The degrees of visual impairment include: partially sighted, legally blind or blind. Within the area of partial sight there may be a wide variance of vision.

Limited Vision: Students may have limited vision even with lenses which limits their ability to see print. They may have problems with: field of vision (seeing only a part of the total picture), color blindness, and visual acuity (not seeing things sharply or clearly).

Legally Blind: Students are considered legally blind when visual acuity is 20/200 or less in the better eye with the use of corrective lenses. Most legally blind students have some vision. A student with partial sight may rely on residual vision with the use of adaptive equipment.

Blind: Totally blind students may have visual memory.

Educational Implications: The student who is visually impaired may exhibit problems in:

GENERAL

- Inability to use visual materials.
- Difficulty in taking traditional paper and pencil tests
- Need for a longer time to complete assignments.
- Difficulty in focusing on small-group discussions.
- Increased eye fatigue.

SOCIAL

- Low self-esteem.
- Feelings of social inadequacy and isolation.
- Reduced personal independence.
- Limited job opportunities and career choices.

ACCOMMODATIONS

Instructional Techniques:

- Suggest that students tape lectures for review and reinforcement.
- Tape record written assignments.
- Allow tests to be taken orally.

Suggested Environmental Techniques:

- **Be sensitive to possible hazards.**
- **Be aware of emergency routes and provide assistance to students when appropriate.**

SEIZURE DISORDER

A meaningful simple definition for a seizure disorder is difficult because of its wide variability. A seizure disorder may be defined as episodes of abnormal motor, sensory, autonomic, or psychic activity (or a combination of these) as a consequence of sudden excessive electrical discharge from cerebral neurons

(Lippincot Manual of Practical Nursing, 4th Edition). Such seizures may consist of only a brief suspension of activity, **petit mal**; automatic motor activity or complex alterations of behavior, **psycohomotor**; or a full-blown generalized motor seizure, **grand mal**. Persons with this disorder generally look and function like everyone else in society but may experience some memory dysfunction.

Educational Implications: The student with a seizure disorder may exhibit problems in:

GENERAL

* Brief lapses of consciousness or "staring spells" causing disruptions in the learning process.

* Side effects from anticonvulsant medication resulting in slowed reaction, clumsiness and poor hand coordination, eye focusing difficulty, and flatness of affect.

* Increased absences if grand mal seizures are not medically controlled.

* Memory deficits due to complex partial seizures or temporal lobe epilepsy.

* Clouded thinking caused by chronic seizure disorders and effects of medication.

SOCIAL

* Social isolation due to the general public's fear and misunderstanding of seizures

* Avoidance of social situations because of fear of embarrassment should a seizure occur.

ACCOMMODATIONS

General Techniques:

* Be aware of the type of seizure disorder the student has (if the student discloses it).

* Learn what to do when a Grand Mal seizure occurs.

* Recognize effects of medication on performance and allow extra time for exams.

* Help the student assess how competitive they might be in their chosen career field.

SEIZURE AID

- * Remain calm and reassure other students.
- * Know first aid--send someone for help.
- * Call an ambulance when another seizure follows the first (within a half hour or so) or when a seizure state persists for a prolonged period of time (one half hour). These conditions require prompt, medical attention.
- * Ease the student to the floor.
- * Remove objects which may injure the student.
- * Do not attempt to stop the seizure nor interfere with the student's movements. Let the seizure run its course.
- * Never try to place any object in the mouth. Turn the head or body to the side to prevent the tongue from slipping to the back of the throat interfering with breathing.
- * Do not attempt to revive a student who may turn pale, have irregular breathing, or stop breathing. Seizure activity will diminish and they will breathe regularly on their own.
- * Assure a student who has experienced a seizure that all is well and that you understand.
- * Attempt to give the student privacy if bladder incontinence occurs after a grand mal seizure.
- * Allow the student who has experienced a grand mal seizure to rest and check his/hercondition frequently. The student will usually be disoriented and extremely tired.
- * Do not give food or drink until the seizure activity has passed.
- * Notify the individual listed to call in case of emergency. It may be best for the student to go home.

MOTOR IMPAIRMENT

Motor impairment is the partial or total loss of the function of a body part. Such impairment may result in muscle weakness, diminished stamina, lack of muscle control, involuntary movements, total paralysis, and reduced levels of function in tasks that require general trunk mobility. These motor impairments range from spinal cord injury and amputation to the more nebulous chronic back disorder. The educational expectations will differ in relation to the disability.

COORDINATION DISABILITY

Definition: A coordination disability limits mobility, especially in the area of hand function and upper body movement. The student may experience difficulty with fine motor tasks. There may be spasticity or tremor of the hands. Some examples are: partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis, and cerebral palsy. Respiratory and cardiac diseases can also affect coordination. Any of these conditions may also impair strength, speed, endurance, coordination, and dexterity that are necessary for proper hand function.

MOBILITY DISABILITY

Definition: An obvious physical disability that may require accommodation and assistance to access the educational setting. The term includes impairments caused by congenital anomaly, MS, amputation or head injury.

A student with this physical disability may:
Have tremor or spastic movements.
Walk slowly, and
If in a wheelchair, may move around to redistribute weight.
A back injury or arthritis may need frequent movement--allow for breaks so student may move about.

SPEECH DISABILITY

Definition:

Speech impairments range from problems with articulation or voice strength to complete voicelessness. They include difficulties in projection, (chronic hoarseness and esophageal speech) fluency problems (stuttering and stammering) and nominal aphasia that alters the articulation of particular words or terms.

PATIENCE is therefore the most effective strategy in dealing with speech-impaired students. It is important that self-expression be encouraged, but pressure to speak is not helpful. It is important to accept and respond to all appropriate attempts at communication. When speaking to a speech-impaired person, continue to talk naturally. Resist the temptation to complete words or phrases for a speech-impaired person. Maintain good eye contact when the student is trying to communicate.

SYSTEMIC DISABILITY

Definition:

Students may have limited strength, vitality, or alertness due to acute health problems such as heart condition, tuberculosis, asthma, epilepsy, leukemia, diabetes, or AIDS.

Many disabilities are obvious and the question is one of the degree of accommodation and assistance required. However, there are cases in which a tutor may have no way of knowing that a student has a disability. A student with epilepsy who is on medication may not mention the condition to the tutor. During a remission period, a student with multiple sclerosis may not feel the need to mention anything.

CHEMICAL DEPENDENCY DISABILITY

Definition:

Chemical dependency is a condition of physiological and /or psychological dependence on any of a variety of chemicals, such as illegal drugs, some prescription drugs and alcohol. Individuals who are recovering from drug or alcohol abuse or who are in the treatment process are covered by federal anti-discrimination legislation and are eligible for college services for students with disabilities.

These students may experience psychological problems such as depression, anxiety or low esteem. They may also exhibit poor behavior control and, they may experience undesirable side effects to medication.

Students who used drugs in high school may have missed classes, and may have impaired memory and concentration skills.

Only students who are in treatment programs and who are no longer taking drugs are included under PL 504.

PSYCHOLOGICAL DISABILITY

Definition:

A psychological disability is an invisible disability. The experience is unique to each person. Research indicates that the presence of symptoms doesn't necessarily interfere with learning.

Characteristics that may be observed:

Depression/withdrawal,
Inappropriate behavior in class,
Side effects of medication,
Mood swings,
Short attention span,
Forgetfulness,
Aggressiveness and anger,
Denial and fluctuating energy levels.

ABI - ACQUIRED BRAIN INJURY or
TBI - TRAUMATIC BRAIN INJURY DISABILITY

Definition:

The following definition has been developed by the California consortium for the Study of Programs for the Brain Injured: Acquired Brain Injury (ABI) is an acquired impairment of medically verifiable brain functioning resulting in a loss or partial loss of one or more of the following: cognitive, communication, psychomotor, psychosocial, and sensory/perceptual abilities. The preceding deficiencies are defined as:

Cognitive: Loss or partial loss of memory function, concentration, judgement, problem solving, mental flexibility, organizational thinking skills, spatial orientation and information processing;

Communication: Impairment of speech, language and pragmatics (the appropriate use of semantic and non-semantic rules governing communication).

Psychosocial: Inappropriate social behavior or impaired psycho-dynamics that limit or impede interpersonal relationships, coping strategies and goal directed behavior.

Sensory/Perceptual: Deficiencies in primary perceptual systems such as visual, auditory, and tactile.

Psychomotor: Limitation in locomotion or motor functions and/or physiological dysfunction of a body part or system.

Brain injury can occur from two types of trauma: 1) external events, such as closed head trauma or gunshot, or other penetration missile wounds that penetrate the brain; or 2) internal events, such as cerebral vascular accidents, tumors, ingestion of toxic substances, hypoxea, or infections of the brain. Understanding the consequences of brain injury on brain function has much greater implications for education.

ADHD/ADD - ATTENTION DEFICIT - HYPERACTIVITY DISORDER DISABILITY

Definition:

To be diagnosed with ADHD a person must have a history of ADHD with symptoms dating back to childhood. The symptoms include both attentional deficits and hyperactivity. Behavior characteristics that are seen frequently in adults with ADHD are:

Trouble attending, feelings of restlessness and fidgeting, quick and excessive temper, impulsivity, moodiness, disorganization, and low stress tolerance.

Many adults take medication to control the behavior.

The student may have difficulty maintaining attention span, controlling impulses, staying on task, and finishing assignments. The student may give the impression that he/she is not listening. Work is often messy because it is performed impulsively. The student may blurt out answers before the complete question has been asked and may start an assignment before he/she has all the directions.

Fidgeting, manipulating objects repetitively, and experiencing difficulty staying seated are problems for these students.

ADD may exist without hyperactivity. ADHD or ADD may exist alone or with a learning disability.

ACCOMMODATIONS

* When testing, it may help to divide a test into sections, allowing for a break.

* A course in study skills offering help in time management and organization.

* Tutoring to reinforce skills and aid concentration.

* Counseling support to develop appropriate social skills.

(*College Students with Disabilities*, a Reference Guide for Faculty, Minnesota Community College System.)

DEFINITION OF LEARNING DISABILITY

A Learning Disability (LD) is:

- * A permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain.

- * Commonly recognized in adults as processing problems in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults may also have language-based and/or perceptual problems.

- * Often inconsistent. It may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one specific academic area, such as math or foreign language.

- * FRUSTRATING! Persons with learning disabilities often have to deal not only with functional limitations, but also with the frustration of having to "prove" that their invisible disabilities may be as handicapping as paraplegia.

A Learning Disability is Not:

- * A form of mental retardation or emotional disorder.

Characteristics of LD Adults

The characteristics of adults with learning disabilities include:

1. Average-to-above-average intellectual ability .

2. A marked discrepancy between achievement and potential with uneven abilities within the same individual. Adults with LD may be able to express ideas orally with fluency and even eloquence, but they may be unable to write these same ideas using correct sentence structure, punctuation, capitalization, and/or spelling. There is often a marked discrepancy between oral contribution in class and in-class essays, exams, and/or papers.

3. A distinct combination of abilities and deficiencies and therefore, a unique profile. Some areas of functioning will be average, above average, or even in the gifted range, while deficiencies will vary from minimal to severe.

4. Processing deficits. Two of the most persistent, residual deficits are auditory and visual perceptual problems. Because some adults with LD misperceive what they hear, they misunderstand or do not comprehend what is said. For example, the student who hears, "The lent is $400 a month" (instead of rent) is understandably perplexed.

   Difficulty seeing accurately. Reversals, rotations, or inversions of numbers and/or letters still plague some adults with LD, especially under pressure. They may read $269.06 as $296.06 and often have difficulty with personal money management.

   Long and short-term auditory and visual memory deficits are also quite common. Some adults with LD have difficulty remembering what they hear. For some, verbal information is difficult to retain. For others, numerical information may not be retained. Remembering a series of letters, especially necessary in spelling non-phonetic words, requires adequate long-term visual memory. A high proportion of adults with LD are poor spellers.

5. Specific difficulties of college students with LD include:

   A. Oral Language

   1. Difficulty comprehending oral language presented at a rapid rate or for long periods.

   2. Vocabulary weaknesses.

   3. Difficulty expressing ideas clearly or in sequence.

4. Usage errors (e.g., subject/predicate agreement).
5. Inappropriate prepositions.
6. Word-finding difficulties (e.g., exhilarated for accelerated).
7. Difficulty pronouncing multisyllabic words (such as statistics or anonymity).
8. Slightly slurred speech, especially when fatigued.
9. Difficulty learning to speak a foreign language.
10. Oral contributions far superior to in-class essays and exams, especially those written under timed conditions.

B. Reading

1. Inaccurate comprehension and poor retention.
2. Difficulty finding the important points or main idea.
3. Problems integrating reading material and lectures.
4. Slow reading rate with inability to adapt reading speed.
5. Incomplete mastery of phonics.

C. Written Language

1. Poor penmanship, especially in cursive, with a preference for printing rather than cursive.
2. Occasional use of printed letters when writing in cursive.
3. Misuse of capital letters, even in the middle of a sentence.
4. Overly-large or cramped handwriting.
5. Poorly formed or illegible letters.
6. Frequent spelling errors, including transpositions of letters (/re/for/or/), omissions, additions, or substitutions of sounds and syllables, and attempts at phonetic spelling for non-phonetic words.
7. Trouble initiating work on an assignment, in-class essay, or an exam.

8. Compositions limited in length.

9. Sentence structure problems varying from an abundance of short, simple sentences, sentence fragments, and run-ons, to overly-long complex sentences, unacceptable syntax, or missing inflectional endings such as /ed/.

10. Compositions lacking organization, development of ideas, and appropriate transition words.

D. Math

1. Computational skill difficulties.

2. Reasoning deficits.

3. Incomplete mastery of basic facts -- in particular, the multiplication tables.

4. Difficulty recalling a formula or the sequence of steps in an operation.

5. Difficulty understanding and retaining terms representing quantitative concepts.

6. Number reversals and/or transpositions in the sequence of numbers.

7. Difficulty in copying problems and in alignment of numbers in columns.

8. Associated non-verbal disorders such as problems in left-right, time, and spatial orientation.

E. Study Skills Weaknesses

1. Organizing and budgeting time.

2. Beginning and maintaining consistent effort.

3. Note-taking and outlining.

4. Integration of information from various sources.

5. Test-taking strategies.

6. Memorization and self-rehearsal strategies.

7. Use of the library, dictionary, thesaurus, and other available helps.

F. Organization

1. Inability to manage time.
2. Difficulty staying on or completing tasks.
3. Tendency to work slowly, rush through work carelessly, or impulsively start before listening to or reading instructions.
4. Deficiency in listening to lectures and taking notes at the same time.
5. Inability to identify key points in a lecture or chapter.
6. Short attention span.

G. Mechanical

1. Poor coordination, slow motor movements, and noticeable problems in using equipment/tools.
2. Motor weakness in both upper and lower body with poor posture.

H. Social

1. Low self-esteem; avoids eye contact and speaks softly.
2. Inability to read and respond to verbal/nonverbal cues and voice inflections.
3. Tendency to stand too close when talking to others or to communicate too loudly.
4. Inappropriate comments or use of neologisms (made up words such as "flustrating").
5. Impulsive actions.

Effective Tutoring Strategies for the LD Student:

1. **Listen** to the student. Identify and prioritize the issues presented by the student.
2. **Assess** to identify specific areas of need for students who cannot easily articulate their difficulties. Ask the student to show you notes, demonstrate how they read, and how they study for tests.
3. **Prioritize** the needs with the student, then set up a timeline to address these needs.
4. **Build** independence by involving the student in planning for each tutoring session. In this way, the student will feel a sense of control and commitment to learning.
5. **Preview** reading material with student.
6. **Check** comprehension through oral feedback.
7. **Provide** a structured tutoring session by breaking assignments into logical, small steps and by reviewing at the beginning and end of each session.
8. **Help** the student understand the objectives of a course and how to prioritize their goals and schedules to meet the requirements.
9. **Help** the student build good study strategies by using all channels for learning (visual, auditory and kinesthetic) as much as possible.
10. **Help** the student identify and understand his/her learning style and use personal strengths to develop effective study strategies (i.e., a visual learner may benefit by diagrams of sentence structures or color coding).

NOTETAKING

Often tutors are asked to provide a copy of class notes to a student with a disability who is in the class. This is done when the nature of the disability makes it difficult for the student to take comprehensive written notes in class.

Sometimes a student will have difficulty in transferring words or thoughts to paper; sometimes the student has difficulty "decoding" what is heard (e.g., he/she may hear "Tuesday" and think it was "two days"); some students may have difficulty dealing with new vocabulary. For whatever reason, the student with a disability may be able to listen better and profit more from the notes of classmates who do not share these difficulties.

A tutor's notes will be a valuable study aid for the student with a learning disability. Notetakers may also find that by taking careful notes and using the following tips, their notes will be better, clearer and more useful.

TIPS FOR NOTETAKING

1. Label each set of notes with lecture title and date, and number the pages.
2. Listen intently from the beginning of the lecture; the instructor may outline the lecture in the first few minutes and/or go over important details in the last 5-10 minutes.
3. Write as many meaningful facts and details as you can:
    - write everything the instructor writes on the board
    - record all technical facts, names, dates, equations, diagrams, and examples.
    - note clues (such as repetition, change of voice, body language, verbal cues, etc.) which indicate something is important
4. Circle or star(*) assignments and announcements such as test dates.
5. Reading the text and reviewing notes before class will improve understanding of the lecture.
6. Make notes easier to read and more effective as a study aid:
    - use one side of paper only;
    - use dark, ball point pen;
    - write legibly;
    - leave blanks when you are unsure (get clarification from the instructor after class);
    - use correct spelling (if unsure, write "sp" above and correct it later);
    - use white space effectively (separate main ideas/topics with a line or two);
    - mark points of emphasis (change the print, circle, underline, use stars, etc.);
    - underline definitions and include them verbatim;
    - use abbreviations carefully (make a list at beginning or end of notes for any unusual abbreviations you used).

Notetakers may find that students who have asked to use their notes also ask for notes from others in the class as well. This means that he/she is planning to synthesize several sets of notes making sure to get all of the information. If notetakers have followed the tips included here, this combining of notes will create a structure of the information that the student might not be able to develop independently. With the help of notetakers, the student is able to concentrate on content information in class instead of on the mechanics of getting it down on paper. This shifts the emphasis back to what is to be learned instead of how to learn it, and may make all the difference to that student when it comes to showing what he/she knows.

TEST ACCOMMODATIONS

There are a variety of testing methods which may be used when accommodating a disability. A student may dictate test answers to a scribe, type in essay answers on a computer, have extra time for testing, and a separate, quiet place. Sometimes students may need a reader for oral testing. Tutors often provide this service. Test accommodations must be arranged by the student well in advance, with both the instructor and the learning center staff.

Tutors asked to assist in these accommodations, please review test procedures on page 1 and note:

If a student needs extra time and/or a quiet place, the Learning Center will accommodate this need. A tutor may be asked to proctor the test, which involves sitting nearby and watching, ensuring that there is no opportunity for cheating.

If the student has a tracking problem, computer answer forms may be a handicap. In this case a student is allowed to mark answers on the test and the tutor or learning center staff will carefully transfer the answers to the computer answer form.

If a student has a reading problem such as dyslexia, or a visual impairment, a test reader may be needed. In this case, read the questions; twice if needed. Give the student time to think through the question. Take enough time. If the student is thinking, don't interrupt his/her train of thought by repeating the question or by going on too soon.

In some cases, the reader will also act as scribe, marking or writing the answers for the student. Some students will just need a scribe. If the accommodation involves oral answers for essay exams, the scribe must write or type the answer exactly as it is given by the student.

Recording of Textbooks

Often, tutors are asked to assist in recording a textbook or other class material for students with disabilities. This is not as easy as it may seem. A good, usable recording is carefully done. Reading should be evenly paced so a student can follow along as he/she listens. All words should be pronounced clearly and accurately, with an emphasis on consonants so they cannot be mistaken. It is important to use expression and variation in tone while recording. Also, readers should play back the tape to make sure the reading is understandable and volume is correct. Watch out for increased speed. Read more slowly than normal speed. The following is an adapted list of guidelines from Recording For The Blind.

1. When beginning the reading of a book, leave 10 seconds:
   ANNOUNCE: Cassette number (1,2,etc.)
   Leave 10 seconds of silence
   (Title)
   (Author)
   (Publisher)
   (Copyright Year
2. At the beginning of subsequent tapes and tracks:
   Leave 10 seconds of silence
   ANNOUNCE: (Title)
   (Author)
   Cassette number (1,2,etc.)
   Leave ten seconds of silence.
3. At end of each side announce: "End of side (number) on page (number)."
4. Announce the following at the beginning of a chapter: page number, chapter number and name.
5. Announce page numbers at the beginning of each page.
6. Some books may include headings and subheadings within chapters. Such headings are usually in black, heavy print or italics and should be designated as "heading" or "subheading" when they are read.
7. The first time a name appears in the material, read, then spell out the name. Also spell all foreign or unfamiliar words.
8. Italicized words, single words and short phrases within quotation marks or parentheses may be indicated by the inflection of your voice.
9. For longer quotations, read as "quote"..."end quote."
10. When parentheses appear, indicate as "parenthesis...end parenthesis."
11. For graphs, tables, figures, and pictures, read only the caption. Read as "caption...end caption."
12. Read footnotes immediately following the end of the sentence in which the footnote number occurs. Announce as follows [Note (number),...end note], then return to the text.

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APPENDIX

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

WEEKLY CLASS AND WORK SCHEDULE

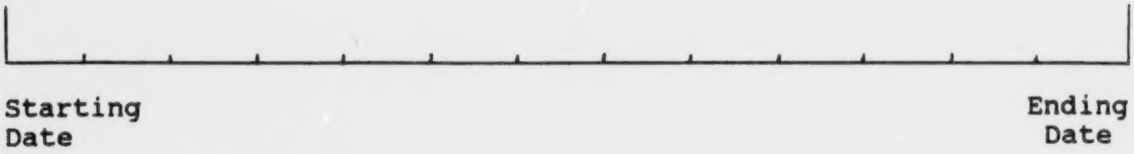
Week of: ____________

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 - 6:30							
6:30 - 7:00							
7:00 - 7:30							
7:30 - 8:00							
8:00 - 8:30							
8:30 - 9:00							
9:00 - 9:30							
9:30 -10:00							
10 - 10:30							
10:30 - 11							
11 - 11:30							
11:30- 12N							
12 - 12:30							
12:30-1:00							
1:00 - 1:30							
1:30 - 2:00							
2:00 - 2:30							
2:30 - 3:00							
3:00 - 3:30							
3:30 -4:00							
4:00 - 4:30							
4:30 - 5:00							
5:00 - 5:30							
5:30 - 6:00							
6:00 - 6:30							
6:30 - 7:00							
7:00 - 8:00							
8:00 - 9:00							
9:00 -10:00							

Compare/Contrast

Concept 1		Concept 2
	in regard to ____	
	in regard to ____	
	in regard to ____	
	in regard to ____	

Timeline


Starting Date
Ending Date

Dates & Events listed

Visual Sequencing Difficulties

Edith F. Miller

Basic Structure Grid for Essays

Title:

Paragraph 1 (Introduction): Thesis statement ______________________

____

Supporting sentences ____

____

Paragraph 2: Main idea sentence _____________________________________

____

Supporting sentences ____

____

____

Paragraph 3: Main idea sentence _____________________________________

____

Supporting sentences ____

____

____

Paragraph 4: Main idea sentence _____________________________________

____

Supporting sentences ____

____

____

Paragraph 5 (Conclusion): Summary sentence _________________________

____

Supporting sentences ____

____

Visual Sequencing Difficulties

Edith F. Miller

COLLEGE SUCCESS:

A HANDBOOK

FOR STUDENTS WITH DISABILITIES

MESABI COMMUNITY COLLEGE

COLLEGE SUCCESS:

A HANDBOOK FOR STUDENTS WITH DISABILITIES

Project EASE

Arrowhead Community Colleges

Developed by

R. Jeanette Turchi, EASE Director
Duluth Community College Center

If you need this document in an alternate format (i.e. large print, audio tape, etc.) please send a written request, and allow two weeks for delivery.

Studies serve for delight,
for ornament, and for ability.

- Francis Bacon, Essays: Of Studies

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INTRODUCTION

Welcome to Mesabi Community College! When you receive this handbook, you will have taken the first steps toward furthering your education: you will be enrolling for classes at MCC. Your reason for returning to the classroom could be to earn a college degree, to sharpen skills, to acquire a better job, to change job fields, or simply to acquire new information and knowledge. Whatever the reason may be, you may also be nervous, particularly if you are returning to school after an absence. You may be excited and ambitious. Remember that you are not alone. Others have begun their college career with the same hopes and dreams or misgivings and just plain "cold feet."

You are a unique person with talent, ability and potential. You have plans and goals. You also are a person with a disability. The disability does not mean you cannot reach your goals. Once the disability is identified, the barrier to increasing your knowledge can be made manageable with assistance from the college personnel and persistence on your part.

The purpose of this book is to provide you with information that will help you reach your goals successfully. In it you will learn how to develop an individual education plan, discover how to become a successful student and be able to access those student support services that will assist you in attaining your goals. In addition, you will find the chapters on defining disabilities, listings of local service agencies and discussion of legislation issues helpful.

Above all, the faculty, staff and administration are dedicated to assisting students in reaching their full potential. We want you to succeed!

Jane Chilcote
EASE Director

PHILOSOPHY

Mesabi Community College has a strong commitment to provide students with disabilities equal access to course work, programs, facilities, services and activities. Students with disabilities, with appropriate accommodations, have the same opportunity to succeed in college as other students. The administration, faculty and staff of Mesabi Community College are committed to student success. To this end, we encourage independence for students with disabilities which can be gained with knowledge and use of the accommodations available to them.

GETTING STARTED AT MESABI COMMUNITY COLLEGE

You know we exist! Somehow, you discovered that Virginia has a community college: you learned from a school counselor, a social service agency, or you saw our quarter course offerings in the newspaper. However, you found out about us and here you are! Now that you know, what next?

- Apply for admission. Contact the Enrollment Management Office (218) 749-0315 for an application. After you have filled out the application and have been accepted, you will be given a time and date to take the placement test. We require a placement test for all incoming new students. The test will determine your knowledge of reading, written English and mathematics. This test has been given to incoming students for several years and we have found that it helps our counseling staff advise you about appropriate course work. In turn, retention (students continuing to attend school) is better. We want you to succeed: therefore, we want you to begin your course work at the proper level (refer to page 13, Developmental Education). Accommodations for the placement test can be made by contacting the Disabilities Director at (218) 749-7791 prior to test date.

- Orientation will take place following the placement test. Orientation is required for new students and is very important because academic planning and registration for classes takes place at orientation. Additional handouts with pertinent information are also provided at that time. Orientation is held several times during the summer and prior to each quarter.
- Make an appointment to meet with the Disabilities Director. S/he will discuss the program, explain the accommodations available to you and the procedures for requesting them.
- Make sure you have documentation of your disability. The Disability Director will request documentation such as copies of letters from doctors, school records, medical reports, test reports from learning disabilities clinics, reports from Division of Rehabilitation Services, State Services for the Blind, Traumatic Brain Injury Services, etc. If you suspect you have a learning disability but have not been tested, arrangements may be made by contacting the Disability Director.
- During orientation, you will be given information about another program at MCC - Student Support Services (SSS). This program is in addition to regular student services for those who are eligible. Available through SSS are free classes/workshops, and individual personal and academic counseling.

INDIVIDUAL EDUCATION PLAN (IEP)

Some students arrive at Mesabi Community College knowing exactly where they want to go and what they want to achieve. Others have a vague idea ("something in social work") and still others do not have a clue except that they know they need to further their education. We can provide help for all these people! For the determined student, we can set up a schedule of classes required for specific programs. For students who are less sure of their goal, we can suggest classes geared to a general education. As students pursue these classes, many will find an area that sparks their interest, which often turns them into "determined students" with a firm goal in sight.

The Associate of Arts (A.A.) program is the one students use to fulfill their requirements for transferring to a 4-year institution, earning a Bachelor of Arts. The A.A. degree will take you through the first 2 years. MCC counselors are familiar with the transfer requirements for specific 4-year colleges and universities in Minnesota. Since requirements are different for each college and change frequently, you are advised to keep in touch with your advisor each quarter so you are taking the required courses for your college.

In addition, some students attend a community college and transfer to a 4-year institution after several quarters. This decision will depend upon which career a student is pursuing. Sometimes it is better for a student to transfer to a 4-year college before earning an Associate of Arts degree. All students planning to transfer to another school should discuss their plans with an advisor at MCC.

The placement test you took prior to attending orientation will help you and your counselor set up your individual education plan. The test results will show you whether or not you need to take a course or two to "brush up" on your skills in reading, written English and math. In the years that the placement test has been given, we have found that students stay in college rather than "dropping out" due to a high level of frustration. Before mandatory placement and advising, a student could take almost any course he or she chose, whether or not he or she was prepared for the course. The placement test targets strengths and weaknesses in skills in the areas tested and, based on the results, certain recommendations are made.

Developmental education courses are designed to help you sharpen your skills in written English, reading comprehension and math. In addition, MCC offers classes in study skills: classes that teach students how to study effectively. Developmental reading will help you learn to read effectively and how to increase your comprehension. The basic English classes help students prepare the foundation necessary for entering College Writing I. That "foundation" includes knowledge of grammar, punctuation, sentence and paragraph structure, etc. Basic math will help students recall the basic math fundamentals, and Beginning Algebra will help students through elementary algebra.

As you begin college, it is important to select classes that you know you will find interesting and successful. Take into consideration your assessment results as you decide which level of English or math to attempt. Other classes to consider are art classes, health, physical education or multicultural studies. People change careers seven to ten times in their lifetime. Career Explorations and Job Search Skills are great classes to take so you may assess other interests and skills. If you have questions regarding any classes, contact the Disabilities Director for information.

Your individual education plan is not limited to the classes you choose. It includes other accommodations and strategies that you and the Disability Director decide are necessary for you to successfully complete your course of study. These accommodations may be as simple as allowing extra time on exams to more extensive arrangements such as notetaker, scribes, taped textbooks, sign interpreters, lab assistance. In addition to those accommodations available to students with disabilities, all students have the opportunity of working with a peer tutor at no cost to the student. Do not wait until you are "in over your head" before asking for a tutor. Contact the coordinator in the Learning Center, counselor, or Disabilities Director regarding a tutor. When setting up time with a tutor, remember that common sense and courtesy prevail. If you cannot make your appointment with your tutor, be sure to call the Learning Center to let the coordinator know. Arrange to be rescheduled. "No-shows" are frustrating; the tutor has set aside time to help you. If you cancel in advance, the tutor can reschedule the time to help someone else. Also, if your tutor cannot make the meeting, s/he will contact the Learning Center ahead of time. In addition, come to a tutoring session prepared: do the homework assigned by the instructor. If you cannot complete it, do as much as possible and make a list of questions you have. Ask the tutor to "quiz" you on the material to be covered on an upcoming exam.

Your individual education plan is designed for you by YOU. It is important to keep it current. Change things that don't work for you. Explore new avenues if you are unsure of your goal. Most important--keep in touch with the Disability Director; that person is your advisor, advocate and mentor. Keep her/him advised as to your progress and needs. S/he needs to hear the "good stuff" and the "bad stuff." Also, remember your schedule and needs change from quarter to quarter. See the Disabilities Director each quarter to arrange the accommodations.

SUPPORT SERVICES

Support services and accommodations are arranged through the Office for Students with Disabilities. These services and accommodations are available to all students with disabilities and are tailored to the student's specific disability and needs. The accommodations provided allow the student with a disability equal access to the academic courses at MCC and are available when requested in a timely manner. These accommodations do not "water down" the requirements of the course, rather, they allow a student with a disability to meet the academic requirements of the course.

Not all accommodations are appropriate for each student. For that reason, it is important for the student to make an appointment with the Disabilities Director to discuss accommodations in advance of need. The following is a list (not exhaustive) of accommodations available at MCC. On following pages are examples of accommodations used by students with specific disabilities.

SUPPORT SERVICES AND ACCOMMODATIONS

- Advisement
- Priority registration

- Notetakers
- Scribes/writing assistants/typists
- Taped texts
- Sign interpreters
- Enlarged print
- Special equipment/computer software
- Test accommodations (extended time, separate place)
- Advocacy
- Counseling/Referral to outside agencies
- Assistance with time management, and developing study techniques
- Special parking permits

Accommodations for students with VISUAL IMPAIRMENTS:

- Taped texts
- Enlarged print
- Test accommodations: taped tests, reading of tests, scribe, extended time, separate place, enlarged print, special computer word processing software
- Special computer software: voice synthesizer
- Lab assistance
- Taping of lectures
- Specific seating in classrooms
- Proofreading

Accommodations for students with HEARING IMPAIRMENTS:

- Note taker/photocopying of peer notes
- Sign interpreter
- Special computer software: word prediction, spell checkers, flashing cursors
- Proofreading
- Specific seating
- Telecommunication Device for the Deaf (TDD)
- Test accommodations: extended time, separate place, proofreading of essay tests, access to word processor, interpreted directions

Accommodations for students with LEARNING DISABILITIES:

- Notetaker/peer notetaker/photocopying of peer notes
- Tape recording lecture
- Proofreading
- Taped texts/referral for taped texts
- Test accommodations: extended time, separate place, reading of tests, taped or oral tests, access to word processor
- Special computer equipment: voice synthesizer, voice-activated word processing, word prediction, spell checkers
- Specific seating

Accommodations for students with PHYSICAL IMPAIRMENTS:

- Notetaker/peer notetaker/photocopying of peer notes
- Taped texts/referral for taped texts

- Tape recording of lectures
- Test accommodations: extended time, separate place, scribes, access to word processors
- Special computer equipment/software: voice-activated word processing.
- Special classroom equipment (chairs, tables)
- Lab assistance
- Specific seating in classrooms

Accommodations for students with PSYCHOLOGICAL DISABILITIES:

- Peer notetaker/photocopying of peer notes
- Tape recording or lectures
- Test accommodations: extended time, separate room, access to word processor

ACCESSING ACCOMMODATIONS

Prior to receiving accommodations, you will need to meet with the Disabilities Director. The director needs to know about your needs to provide the appropriate accommodations. As you plan, it is helpful to know (and relay to the director) your strengths, weaknesses and prior assistance received, if any. Together, you will map out a strategy to keep you on track with the proper amount of assistance for students with disabilities.

The Office of Disabilities is Room A-1, and a weekly planning calendar is posted. You are encouraged to contact the director regarding accommodations or other concerns you may have.

Some accommodations require time to arrange and, for that reason, it is important to contact the director as soon as you know you will need the accommodation. Also, it is a good idea to have the accommodation in place in advance of need; if you decide you do not need the service or accommodation, it is easier to cancel or discontinue the service if you decide it is not needed rather than arrange for it on short notice. This is especially true of sign interpreters for students who are hearing impaired, notetakers, lab assistance, and test accommodations, (particularly at final exam time).

In addition, the accommodation information needs to be relayed to the instructors involved at the beginning of the quarter. It is best for you to contact your instructor before class begins or during the first week of the quarter. The Disabilities Director can assist you in contacting faculty members.

TEST ACCOMMODATIONS

Because there are several different test accommodations, you should meet with the Disabilities Director to determine the most appropriate option. They include: extended time, access to word processing, taped tests, having a test read, oral exams, having a scribe, separate room, or having the test administered in several parts (this is not an exhaustive list).

You need to make arrangements for test accommodations BEFORE the test is given in class (at least 2 days, 3 to 5 is better). It is preferable to make arrangements for test accommodations at the beginning of the quarter.

FINAL EXAMINATIONS

If you will require some accommodation for your final examination(s), be sure to arrange it with the Disabilities Director PRIOR to "finals week." Time must be allowed for proctoring of the exam if testing is done outside the regular classroom, and this must be scheduled ahead of time.

Even if instructors have allowed or made accommodation for special test situations during the quarter, make sure you arrange your accommodation for final exams ahead of time.

INTERPRETING SERVICES

If you need interpreting services due to a hearing impairment, you must arrange for it before you register for classes each quarter. If you are unable to attend class, please call the Disabilities Director or Secretary to cancel the interpreters. Also, contact the Disabilities Director if you withdraw from a class.

NOTETAKERS

The Disabilities Director will help you find a notetaker if that accommodation is appropriate to your disability. It is important for you to also take notes in class. The notetakers notes are supplemental to your notes. Notes may be picked up in the Office of Disabilities or the secretary's office. It is your responsibility to let the Office of Disabilities know if you have dropped your class and no longer need the notes.

TAPING OF LECTURES

Students should discuss tape recording of lectures with the instructor. There are some tape recorders and tapes available through the Office of Disabilities. They must be signed out and returned at the end of each quarter.

DUPLICATING

If you need enlarged copies of course syllabi, tests or handouts, see the Disabilities Director or Disabilities Secretary. There is no cost for these services. Any other duplicating should be done in the coin-operated copier in the Library.

PROOFREADING

Proofreading of material may be arranged for students whose disability affects spelling and composition. In addition, the computers in the Learning Center are equipped with spell checkers and Franklin Spellers are available. The Disabilities staff will discuss spelling errors and sentence structure but will not change your written material.

WRITING

Students with a disability which prevents them from being able to write should see the Disabilities Director who will arrange for the appropriate accommodation. They may include a notetaker, scribe or a typist. The Learning Center has a computer equipped with a voice-activated word programmer.

TAPED TEXTBOOKS

Textbooks on tape are available through State Services for the Blind or Recording for the Blind (a national recording service). Taping is not done at MCC. Students need to arrange for taped texts as soon as they register each quarter, or further in advance if possible. The Disabilities Director can assist you in accessing this service which includes the tapes and a special recorder to play the tapes.

PRIORITY REGISTRATION

The days for priority registration are listed in the course offering schedule each quarter. Students with disabilities, especially those who must make special arrangements, are eligible for priority registration. Make an appointment for quarterly advisement by signing up for an appointment with your advisor. Discuss your plans with the Disability Director before registering so recommendations can be made.

ENLARGED PRINT

Students in need of enlarged copies of course syllabi, handouts or tests should speak to the Disabilities Director or Disabilities Secretary. Advanced notice for large numbers of copies is appreciated. Small jobs can be done while you wait. There is no charge for this service.

SPECIAL EQUIPMENT/SPECIAL COMPUTER SOFTWARE

The Learning Center is equipped with several computers with special programs. Contact the Disabilities Director or the Learning Center Coordinator. They will discuss the equipment with you and train you to use it.

BEING A SUCCESSFUL STUDENT

The key to being a good student at Mesabi Community College, or at the University of Minnesota - Duluth, or at Harvard University, depends on one thing: It is entirely up to you! There are lots of people on the sidelines cheering you on to success: instructors, staff, family. But no one can make you a success but you. That means you have to know yourself. You have to know your abilities and your limits. You have to understand your disability and be able to deal with any limitations it puts on you.

Remember to take into consideration any outside influences that may affect your school success. Are you working in addition to attending school? Do you have small children to care for in addition to studying? Do you have a long commute to campus that makes scheduling classes more difficult?

In addition, it helps to know your learning style. Do you learn better by hearing information, by reading the text or by physically handling information (like in a science lab). Are you an abstract or concrete thinker? Once you know and understand this, you can better prepare yourself for class. An auditory learner (one who learns better by hearing information) is better off taping lectures and not worrying about taking notes. Many "concrete" people learn better by taking notes: it seems the information moves from the fingers and pen to the brain for storage.

Be on target! It is very frustrating to be plowing through classes without a clear-cut goal in mind. That does not mean that the goal can't be changed: many college students change their major field of study (some change their "major" several times) as they are exposed to new ideas, opportunities and experience. Change is good. Change is healthy. It happens when the mind is stretched to include these new ideas. But, it is very helpful to have a goal in mind when you start college. If you do not, ask the Career Center Coordinator about the Discovery program. Or, register for Career Explorations, a course designed to help students identify careers in their interest areas. Discuss your interests with a counselor on campus. Many ideas can be generated and explored.

Whether you are a recent high school graduate or just celebrated your twenty-fifth high school reunion, college isn't "kid's stuff." College isn't like high school. You have lots of choices to make, and it is normal to be fearful of this step in your education. But, help is available and you do not have to feel alone, incompetent or afraid. The faculty, staff and administration are all here to help you.

TIME MANAGEMENT

One way of taking charge of your life is to manage your time wisely. When you register for courses, keep in mind the responsibilities you have: a job, spouse, children, parents, etc. Do not register for 12 credits if you are working 30 hours a week. Something will suffer and most likely it will be study time. Are you a "morning lark" or a "night owl?" If you are just hitting your stride at 3 p.m. and stay up until midnight or 1 a.m. studying, registering for an 8 a.m. class is not in your best interest. If you have school-age children, scheduling classes on Monday, Wednesday and Friday or Tuesday and Thursday will give you lots of study time on the "off days" while your children are in school. Also, remember that everyone needs a break, so do not schedule yourself so closely that you don't have time for fun.

The "rule of thumb" of two hours of study for each hour in class is an excellent way of providing enough study time. Make sure you read and understand your course syllabus. The syllabus will tell you exactly what is expected of you: the number and type of examinations, whether term papers are to be done and when they are due, how exams, papers, homework, etc. are graded and the weight each carries for the final grade. The instructor will also discuss his/her attendance policy (i.e. no make up on quizzes, no more than ___ absences, etc.). If outside reading is required, it will be on the syllabus. In addition, any recommendations for study should be listed: a study guide, tutorial disk, sample tests, etc. Understanding the syllabus is important: if you have questions, ask for clarification early in the quarter.

Review your notes, re-writing them if necessary as soon as possible after lecture. Postponing assignments can mean forgetting important material or rushing through an assignment. Make sure you are sharp and alert when doing your assignments. Waiting until late in the evening can mean missed items on

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an assignment.

Another way to use study time wisely is to join or organize a study group. Contact the Learning Center Coordinator if you want to join a study group. There may be one set up on campus. Peer tutoring is available through the Learning Center. There is no charge for this assistance from other students who have done well in the course (English, Anatomy and Physiology, Math, etc.). If you have academic areas that you know you may experience difficulty, contact the Learning Center early in the quarter to hook up with a tutor. And, when you make the arrangements for tutoring, make sure you keep your tutoring dates. If you book a tutor and do not show up and do not call in, another student has lost the opportunity for tutoring.

In addition, make sure you contact the instructor if you have questions about assignments, readings or lectures. Do not wait until the information is old. Prompt feedback from instructors will mean fewer complications later.

It is a good idea to keep a calendar handy, fill in important dates (mid-terms, due dates for papers, etc.) and review it frequently. A "must do" list is also helpful--crossing items off the list gives you a sense of forward motion and accomplishment.

In the final analysis, you are responsible for doing what has to be done. Instructors will not badger you about due dates for assignments! The course syllabus is your map through the course.

STRESS MANAGEMENT

Stress is a fact of life: it is a person's response to life's events. It causes headaches, rapid heart beat, upset stomach, breathing problems and other physical symptoms. It could also cause the "tense" feeling and becoming upset over minor details.

Attending college is stressful for all students; students with disabilities have more reasons for stress. They worry about:

- acceptance by other students
- being segregated due to their disability
- teachers not being understanding or accepting of their disability
- whether or not they will get help with any problems that may arise
- failure

These "reasons" are, for the most part, unfounded except for the last one, the fear of failure. Most students with disabilities will list this reason as the continuing, significant concern.

Some of the sources of stress can be logically eliminated by careful planning. Are you burdened with several tests in one day? Consider requesting an alternate day for a test. Do you have too little time to finish assignments or tests (due to research, etc. not procrastination)? Make sure you give the instructor advance notice.

If you find yourself in the "pressure cooker" of stress, you are faced with two choices: either you become a victim of it (stress), or you can find a healthy, workable solution to the problem. It is easy to sink in the mire of misery and despair. Attacking the problem in a constructive way is more difficult but is better for you mentally and physically.

Many people alleviate stress by exercising. Have you studied for a test until your eyes burn? Take a walk, pull weeds, shovel snow, ride your bike. If your problem is more complicated, try some "problem solving" techniques:

- Identify the problem. Pin it down and write it down.
- List solutions for the problem.
- Evaluate the solutions. List the outcome of each.
- Pick one solution and try it.
- Evaluate the result(s).

In addition, work hard to eliminate negative "self-talk." Instead of thinking "I'll never pass Algebra II", say to yourself, "I need to work more with my tutor so I can learn the equations for the next test."

STUDENT RESPONSIBILITY

It is the student's responsibility to seek needed services in college.

Mesabi Community College has no obligation to make accommodations for an unknown disability. What does this mean? It means you have to advocate for yourself, at least to the Director of Disabilities Services. When you begin college, you will experience a new feeling: that of freedom. You want to "cut" class? Well, no one will tell your parents. Is your term paper late? Instructors will not nag you about "due dates." HOWEVER, with an instructor with a strict attendance policy, a "cut class" means missing a quiz, important notes, etc. A late paper can result in a reduced grade. This is where a sense of responsibility and "work ethic" comes into play.

Some students with disabilities decide that when they leave high school, they leave their disability. This is especially true of students with learning disabilities. They decide to tell no one of their difficulties--they "go it alone." We know that a learning disability is a life-long condition. A person learns to cope with the situation. However, many students do better in school if they take advantage of the accommodations available to them. The suggestion is made that if you choose not to avail yourself of the accommodations, at least meet with the Director of Disabilities Services. It is very helpful to have students registered with the Office for Students with Disabilities and the proper documentation filed. Then, if the student decides that certain accommodations are necessary, the arrangements can be made right away.

You must take responsibility for your college career. The office for Students with Disabilities can recommend accommodations, but it is your responsibility to request those accommodations.

WHAT IS A DISABILITY?

Mesabi Community College recognizes many kinds of disabling conditions:

- **Visual Impairment** - a person who is legally blind or cannot read normal size type without assistance.
- **Hearing Impairment** - partial or total deafness which means the person requires a sign interpreter or other aids in understanding spoken language.
- **Learning Disabilities** - This is a disorder in one or more of the ways a person processes or understands language (either written or spoken). The student has difficulty in listening, reading, thinking, writing, spelling or a combination of these problems. This person is not a "slow learner," the person simply learns differently. If you have questions regarding learning disabilities, make sure you talk to the Disabilities Director.
- **Systemic Impairments** - Persons included in this group are those who have a seizure disorder, diabetes, cancer, heart disease, asthma, hemophilia, sickle cell anemia, multiple sclerosis, AIDS, and others.
- **Coordination** - Students who have difficulty controlling physical coordination, including persons with cerebral palsy, carpal tunnel

syndrome, arthritis, Parkinson's disease, and others under certain medication.

- **Mobility Impairments** - This includes persons with cerebral palsy, multiple sclerosis (MS), arthritis, persons with knee or hip problems and anyone with a broken leg or ankle.
- **Speech** - This a communication disorder which includes difficulties such as stuttering, impaired articulation or voice impairment.
- **Psychological Impairment** - This includes persons who are being seen by a physician for, among other reasons, depression, manic-depression, schizophrenia or other psychological or psychiatric disorders. Many times medication prescribed for these disorders interferes with the individual's ability to learn.
- **Chemical Dependency** - These students must have verification of completion of a rehabilitation program.
- **Traumatic Brain Injury** - This is an impairment that is a result of a severe injury to the brain, by an accident, by stroke, or brain tumor. Such an injury could result in speech difficulties, coordination, mobility problems, or learning disabilities (or a combination of these).

Now that you know about the disabilities served at MCC, NOW WHAT?? **Make sure** that you contact the Director of Disabilities Services to discuss any accommodations you may require. Even if you do not wish to receive accommodations, it is a good idea to be registered with the Disabilities Services office in case you need accommodations in the future (See Support Services, p. 17 and Accessing Accommodations, p. 21)

IT'S THE LAW!

DISABILITIES AND THE LAW

Mesabi Community College, as a public institution, has a legal obligation to provide *reasonable* accommodations to qualified students. The Rehabilitation Act of 1973 reads as follows:

> "No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of . . . handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The Minnesota Act also indicates the services must be provided for students with disabilities:

- All qualified students must have an equal opportunity to participate in any course, course of study, educational program or activity.
- Academic requirements must be modified case by case including length of time for degree completion. The modifications will not compromise the essential elements of the curriculum.
- Rules that limit participation cannot be imposed such as not allowing tape recorders or guide dogs in classrooms.

- Auxiliary aids must be provided such as interpreters, taped texts, readers, and adapted classroom equipment (state rehabilitation agencies may provide some auxiliary aids).
- Students must be provided counseling and placement services that do not discriminate. Qualified students cannot be counseled toward a more restrictive career choice.
- Students must have an equal opportunity to employment. (Summarized from Handicapped Persons' Rights)

In addition, the recent Americans with Disabilities Act provides physical access to Mesabi Community College. If you have any questions about any of these legal issues, please see the Disabilities Director.

LOCAL SERVICE AGENCIES

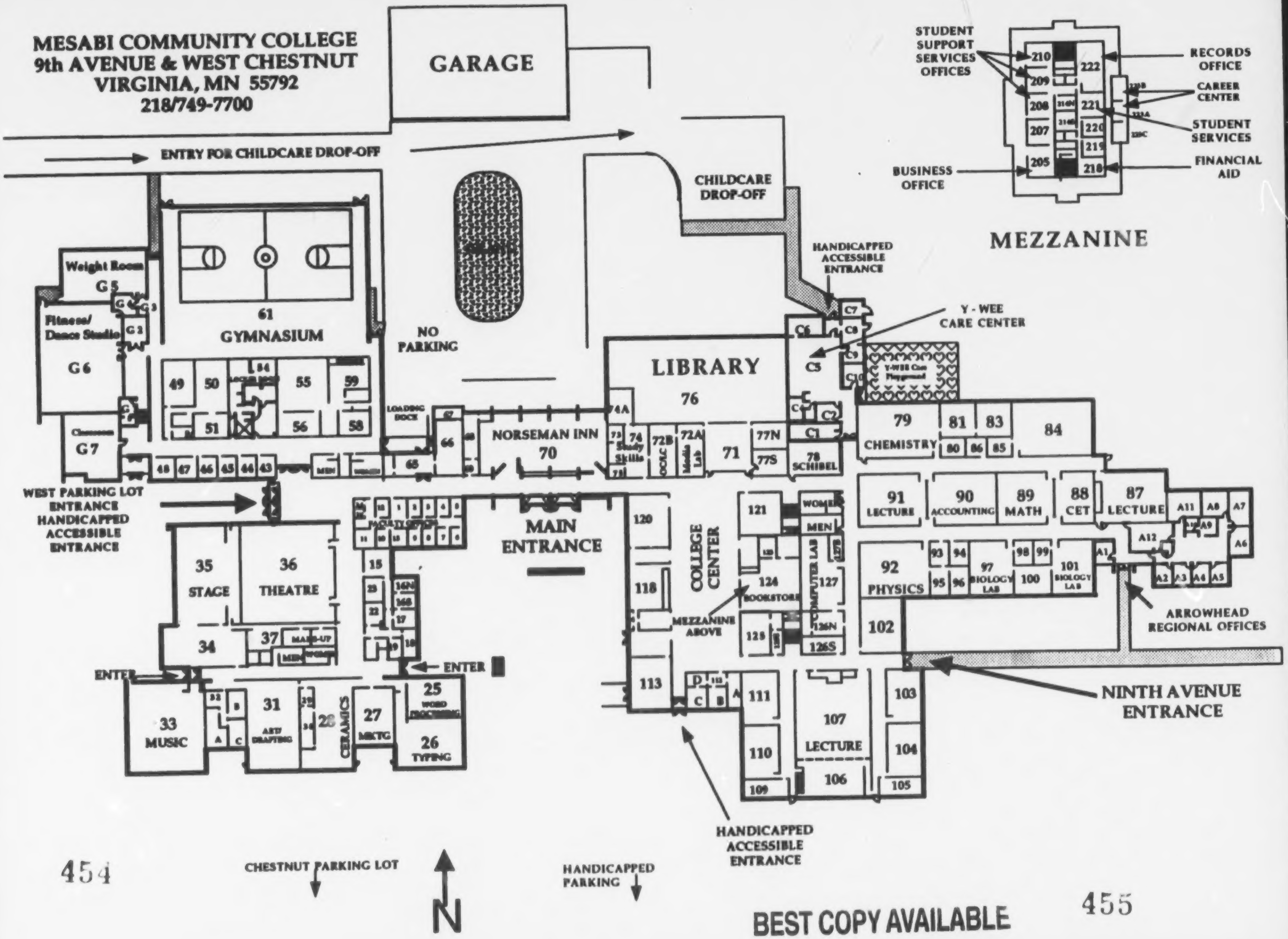
There are some local agencies that may be able to assist you while you are a student at MCC.

Division of Rehabilitation Services	749-7725
Department of Vocational Rehabilitation	
Traumatic Brain Injury Program	749-7725
State Services for the Blind	262-6754
Service Center for Persons with Hearing Impairments	749-7725 (V/TDD)
Job Training Partnership Act (JTPA)	749-7704
Learning Disabilities of Minnesota	726-4730
Lutheran Social Services	749-8517
Epilepsy Foundation	722-4526
Cerebral Palsy	726-4723
Center for Independent Living of Northeastern MN	262-6675
Interpreter Referral Services	1-800-456-3839
Housing and Redevelopment Authority - Low Income Housing	741-2610

IMPORTANT MCC TELEPHONE NUMBERS:

OFFICE OF DISABILITIES	749-7791
TDD	749-7783
ADMISSIONS OFFICE	749-0315

MESABI COMMUNITY COLLEGE
9th AVENUE & WEST CHESTNUT
VIRGINIA, MN 55792
218/749-7700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HANDICAPPED PARKING

BEST COPY AVAILABLE

Students with Disabilities

A Resource Guide For Mesabi Community College

Project EASE
Arrowhead Community Colleges

Developed by

Jeanette Turchi, EASE Director
Duluth Community College Center

"The only man who is educated is the man who has learned to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security."

- Carl Rogers -

"All men by nature desire to learn."

- Aristotle -

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FOREWORD

To Be the Best - Mesabi Community College is the place to be! Mesabi Community College is a great place for individuals to pursue post-secondary education. Mesabi holds superior educational opportunities, committed, supportive faculty, and a welcoming atmosphere. Our community college allows students to strengthen their abilities, to successfully access education and meet career goals.

This handbook is a compilation of material from several sources and is designed to assist the faculty and staff at Mesabi Community College in understanding disabilities and appropriately accommodating students with disabilities. It is our mission - faculty, staff, and administration - to provide an atmosphere in which all students, disabled or not, may achieve their educational goals.

In addition to this handbook, the EASE office provides many resources for your use. Please stop by or contact me if you have any questions or need assistance. I look forward to working with you.

Jane Chilcote

Services to Students with Disabilities

INTRODUCTION

Twenty years have elapsed since the Rehabilitation Act, PL 93-112, was signed in September, 1973, providing persons with disabilities a "bill of rights" against discrimination. Section 504 of the Rehabilitation Act states: "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (P.L. 93-112)

Section 504 states, "a handicapped person" means "any person who has a physical or mental impairment that substantially limits one or more major life activities." Learning and taking part in the educational process is considered to be a major life activity.

As educators, our goal is to provide assistance to all students in reaching their educational objectives. A student with a disability has the same right to achieve success in school as a student who is non-disabled. As no two people are alike, and no two people learn in exactly the same way, we need to provide the accommodations so a student with a disability can thrive in the educational setting, with his peers who are non-disabled.

Mesabi Community College has students with a wide range of abilities and disabilities. The faculty, staff and administration need information on certain disabilities so accommodations may be provided for students' disabilities. Understanding a disability and the manner in which it affects a student will allow us to ensure students with disabilities a positive educational experience.

A discussion of certain disabilities, their characteristics, problems and accommodations follows:

DISCUSSION OF DISABILITIES

SPECIFIC LEARNING DISABILITIES

It is estimated that 6,000 students with identified disabilities exited Minnesota public schools between 1987 and 1990. The numbers are larger now and if individuals that possess a learning disability are to become independent, productive members of society, they must have further education. A post-secondary experience at a community college, a university or technical school may be the most appropriate setting in which persons with a disability learn the skills needed to be self-sufficient.

A person who uses a white cane, sign language, or walks with crutches has an obvious disability. An individual with a learning disability shows no outwardly visible characteristics. The instructor, staff member, or fellow student has no way of realizing that, due to difficulty in processing information, a student with a learning disability copes differently from a student who is non-disabled in school and every day life. An individual may be able to think clearly and logically but be unable to construct a paragraph. A verbally articulate person may be unable to read and comprehend a set of instructions.

A specific learning disability interferes with the way in which an individual acquires, organizes and/or expresses information.

This disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of the following areas:

- oral expression
- listening comprehension
- written expression
- basic reading skills
- reading comprehension
- mathematical calculation
- mathematical reasoning

A specific learning disability is **not a result of the following:**

- visual, hearing or motor handicaps
- mental retardation
- emotional disturbance
- environmental, cultural or economic disadvantage

The long-term frustration is a major problem with adults with learning disabilities. They are bright but unable to learn without some intervention. In addition, these adults have experienced low self-esteem and do not see the positive skills they possess because the disability overshadows those skills. Often, older adults are unaware of the disability: something nags at them, they know that something is not quite right, but they are not aware that the "problem" is a learning disability. As the self-esteem erodes, the individual may refer to himself as "stupid", "dumb", or "slow".

The official "definition" of learning disabilities was first devised in 1968 and later became a foundation for Public Law 94-142 in 1975, (The Education for All Handicapped Children Act). Nearly 25 years later, children identified as learning disabled in the 1970's are adults and have learned that a learning disability is a condition that one does not "out grow". It is a life-long, disabling condition.

As more students with learning disabilities are "mainstreamed" in high school, more will choose to continue their education with some type of post-secondary education whether it is a technical school, a 2-year or a 4-year institution.

An individual with a learning disability is sometimes confused with a person who is mentally retarded; on the contrary, an adult with a learning disability has an average to above-average intellectual ability.

A second misconception about persons with learning disabilities is that someone who is learning disabled is lazy or lacks motivation. Usually, the student who is learning disabled puts in much more work and study to achieve results similar to that of a student who is non-disabled. It can take two or three times longer to accomplish the same task: write an essay, finish a reading assignment or to complete a test or exam. And while the task may involve twice the work, the disability also raises the level of frustration. The student with a learning disability has to have a high level of perseverance to accomplish the final goal: to finish the course, to finish the quarter, to finish the degree.

The Association for Children and Adults with Learning Disabilities (ACLD) states that:

> Specific Learning Disabilities is a chronic condition of presumed neurological origin which selectively interferes with the development, integration and/or demonstration of verbal and/or non-verbal abilities. It (Special Learning Disabilities) exists as a distinct, handicapping condition in the presence of average to superior intelligence, adequate sensory and motor systems, and adequate learning opportunities. The condition varies in its manifestations and in degree of severity and can affect self-esteem, education, vocation, socialization and daily living activities.

Older adults may be unaware of a learning disability; some students may choose not to disclose a disability for a number of reasons. Embarrassment, fear of ridicule, anxiety regarding the effect on faculty and peers; all are valid reasons why a student with a learning disability withholds information about his/her condition. We can assist these students by indicating on course syllabi, in college catalogs and on examinations that if a student has or suspects a disability that will interfere with his/her progress, he/she is encouraged to speak to the instructor or the disabilities director about the disability. All information will remain confidential.

Characteristics

Each adult with a learning disability has a distinct combination of abilities and deficiencies: some areas will be average or above average while deficiencies will vary from minimal to severe.

Adults with learning disabilities have processing deficits. Auditory and visual perceptions are the most persistent deficits. When a person misperceives what is heard, he/she misunderstands or does not comprehend. Others have difficulty seeing what is before them. These persons with disabilities have problems with reversals, rotations or inversions of letters and/or numbers.

Copying a phone number can be a struggle for someone who tends to reverse numbers, and repeating the number as it is being written is not a fool-proof aid. A person can hear the numbers, repeat them and still write them with a reversal.

Memory deficits - long and short-term auditory and visual memory - are quite common in adults with learning disabilities. Some have difficulty remembering what they hear. Verbal information is hard to retain (i.e. complicated oral directions). Numerical information like distances, dates and sizes may not be remembered. Spelling, non-phonetic words or place-names in which a person has to remember a series of letters demands long-term visual memory. Many adults with a learning disability are poor spellers due to the persistence of this type of memory deficit. An adult who is learning disabled may be able to express himself orally and with fluency but be unable to write the same ideas in a correct sentence.

It is important to understand that students with disabilities are "consistently inconsistent". Difficulties with memory, achievement, and concept development may appear, disappear and reappear with unpredictability. These characteristics may appear in mild, moderate or severe forms.

ORAL LANGUAGE

- Difficulty understanding oral language presented at a rapid rate
- Difficulty attending to long lectures
- Inability to remember a series of events in correct sequence
- Usage errors (i.e. subject/predicate agreement)
- Difficulty pronouncing multisyllabic words (i.e. anonymity, statistics)

- Oral contributions to class discussions are far superior to written essays (This is particularly significant when the person is writing under timed conditions, i.e. essay tests)

READING

- Inaccurate comprehension
- Poor retention
- Inability to identify important points, main idea, thesis statement
- Difficulties relating reading materials to lectures
- Incomplete mastery of phonics
- Poor tracking skills (i.e. skipped words, missed words or lines, loses place on page)

WRITTEN LANGUAGE

- Poor penmanship and/or preference for manuscript over cursive writing
- Overly large or cramped handwriting; poorly formed or illegible letters
- Frequent spelling errors: transposition of letters, omissions, additions, attempts at phonetic spelling for non-phonetic words
- Essays limited in length

- Sentence structure problems: no variety of sentences (too many simple sentences), fragments, run-on sentences, overly-long, complex sentences, or sentences with unacceptable syntax or missing inflectional endings (i.e. missing /ed/)
- Essays lack organization, development of ideas and appropriate transition words

MATHEMATICS

- Computational skill difficulties
- Reasoning and abstract concept deficits
- Incomplete mastery of basic facts (in particular, multiplication tables)
- Problems remembering a formula or sequence of steps in an operation
- Number reversals or transpositions especially when writing numbers to dictation
- Difficulty copying problems; cannot align numbers in columns
- Difficulty understanding word problems

STUDY SKILLS WEAKNESSES

- Inability to organize and budget time
- Problems beginning and sustaining consistent effort on a task or assignment
- Difficulty taking notes or outlining material

- Inability to relate material from several sources regarding an assignment (i.e. cannot relate lecture and reading assignment)
- Difficulty following directions
- More time needed to complete assignments

SOCIAL SKILLS PROBLEMS

- Cannot "read" facial expressions or body language
- Spatial disorientation; gets lost easily
- Low frustration level; gives up easily
- Responds poorly to pressure
- Low self-esteem; avoids eye contact
- Does not respect "body space" - stands too closely, talks too loudly
- Can take remarks made in humor or sarcasm as personal affront

VISUAL IMPAIRMENT

Visual impairment is the loss of the sense of vision to the extent where special aids are needed to allow the student to achieve performance that would otherwise be allowed through visual clues. Students could be partially or totally blind. Visual impairment does not mean a student could not be an active participant in classroom activities. Specialists in the area of rehabilitation, mobility and orientation can assess the need and recommend accommodations that will assist the student in the classroom.

A student with a visual impairment will have problems in the following areas:

GENERAL:

- Inability to use visual aids such as films, graphs, demonstrations, written materials
- Traditional tests may not be appropriate
- Student may need extended time to complete tests or assignments
- Student may have difficulty in small group discussions, especially where more than one group is functioning
- Will need a variety of low-vision aids to assist in classroom work

SOCIAL:

- Low self-esteem
- Feeling of isolation and social inadequacy
- Feeling of reduced personal independence
- Limited job opportunities or career choices

Assisting a person who is visually-impaired:

1. Offer help but wait until the help is accepted before giving it. Many individuals who are blind are extremely independent.
2. If you are helping, ask the individual if you do not know exactly what to do.
3. A gentle touch in the elbow or arm will indicate to a person who is visually-impaired that you are speaking to him/her.
4. If you are walking with a person who is blind, let him/her take your arm.
5. Blind isn't deaf; don't shout.
6. If you have a question, ask the person who is visually-impaired. Don't talk to a companion as if the person who is blind is non-existent.
7. Never pet a guide or leader dog unless the dog is "off-duty" and the owner gives permission.
8. Don't worry about using the words, "see", "look" or "blind". Don't avoid them if they fit. If you search for a substitution, both of you will feel uncomfortable.
9. When you meet a visually-impaired person you know, mention your name. It is difficult to recognize a voice unless you have a very distinctive one.

HEARING IMPAIRMENT

Hearing impairment is a reduction in sensitivity to sound. It also means that a person loses the ability to distinguish auditory stimuli. Even amplification of stimuli does not assist the person in interpreting auditory stimuli. Persons who lose their hearing late in life have a less severe consequence. Those who are deaf at birth have a greater challenge: not only are they unable to hear, their verbal communications are more limited. In spite of this, persons with hearing impairment succeed at every level of education.

A person who is hearing impaired will have difficulty in one or more of the following areas:

- Language development may be affected (includes comprehension of written materials, speaking and writing)
- Directions for assignments may be misinterpreted
- Small group discussions are difficult, especially if more than one group is functioning due to extraneous noise
- Abstract concepts are difficult to grasp
- Student cannot participate in class independently; will need an interpreter
- Students who use hearing aids could have reduced comprehension due to environmental noises
- Student depends heavily on visual clues
- Standardized test scores can reflect inaccurate assessments of strengths and weaknesses.

Socially, a student could exhibit:

* Social isolation
* Low self-esteem
* Lack of confidence
* Sense of vulnerability

When working with a student and an interpreter:

* Speak to the student, not the interpreter.
* When using audio-visual materials, maintain enough light so the interpreter can be seen.
* Provide a vocabulary list of technical terms to facilitate interpretation.
* Notify the interpreter in advance of scheduled changes or class cancellations.

When you work with a person who is hearing-impaired:

1. Speak clearly and distinctly, don't exaggerate. Use normal speed unless asked to slow down.
2. Make sure you don't chew gum or hold something in front of your mouth; it makes lip-reading impossible.
3. Use normal tone unless asked to raise your voice.
4. Speak directly to the person, not from the side or back.
5. Speak expressively. Persons who are deaf cannot hear subtle changes in tone which indicate sarcasm or seriousness. They rely on facial expressions, gestures and body language to understand you.

SEIZURE DISORDER

A seizure may be defined as episodes of abnormal motor, autonomic or psychic activity as a consequence of sudden, excessive electrical discharge from cerebral neurons. Petite mal seizure is a brief suspension of activity; psychomotor is automatic motor activity or a complex alterations of behavior. Grand mal is a generalized motor seizure.

Persons with a seizure disorder appear and function like persons without the disorder, but may experience memory dysfunction. Educationally, persons with a seizure disorder can expect to perform well in school as long as the seizures are controlled and there is not a serious memory dysfunction.

A student exhibiting a seizure disorder could have difficulty in one or more of the following areas:

- Brief lapses of consciousness which disrupt the learning process.
- Anticonvulsant medication may have detrimental side effects such as slowed reaction time, clumsiness, poor hand coordination, difficulty focusing of the eyes.
- Increased absences if grand mal seizures are not well controlled with medication.
- Due to complex partial seizures, memory deficits may occur.
- Effects of medication and chronic seizure disorder can result in clouded thinking.

A student may:

* Feel social isolation because of the misunderstanding in fear of seizures.
* Avoid social situations due to fear of embarrassment if a seizure occurred.
* Fear negative employer attitudes and rejection in job-searching due to ignorance of the disorder.

Assisting a student if a seizure occurs:

* Stay calm and reassure other students.
* Do not call an ambulance. Usually it is not needed and can be expensive for the student.
* Do call an ambulance if another seizure occurs within 30 minutes of the first OR if a seizure persists for 30 minutes or more.
* Ease student to the floor.
* Remove objects that could injure the student.
* Do not try to stop the seizure or try to restrain the student.
* **NEVER** put anything in the mouth. Turn the head so the tongue does not slip to the back of the throat and interfere with breathing.
* Do not attempt to revive a student who turns pale, breathes irregularly or stops breathing. The seizure will end and the student will breathe on his/her own.
* Reassure a student who has had a seizure that you understand.
* Attempt to give a student some privacy if bladder incontinence occurs after a grand mal seizure.

- Allow a student to rest after experiencing a grand mal seizure. The student may be disoriented and very tired.
- Do not give food or liquid until the seizure has passed.
- Check the student's enrollment card and contact the person listed to call in an emergency.

MOTOR IMPAIRMENT

The partial or total loss of the function of a body part due to spinal cord injury, amputation or musculoskeletal back disorder is motor impairment. The results could include muscle weakness, reduced stamina, lack of muscle control, involuntary movements or total paralysis. These impairments may be obvious (paralysis or amputation) or invisible (chronic back pain).

A student with motor impairment may have difficulty in one or more of these areas:

- Moving from one location or class to another.
- Impaired writing or speaking.
- Sitting, standing or walking for extended periods of time.
- Participating in classes involving physical activity.
- Completing traditional paper and pencil tests.

Special accommodations may include:

- Make sure the classroom may be accessed by a wheelchair.
- Provide the proper facilities for a student in a wheelchair - i.e. wheelchair height work stations, aisle widths, etc.
- Do not lean on the wheelchair; it is considered a person's "body-space."
- Offer to push the wheelchair; do so only if help has been accepted.
- Remember, too, some medications have side effects that can interfere with school performance.

When you meet a person who has mobility-impairments:

1. Offer assistance but wait until it is accepted before giving it.
2. Accept the fact that a disability exists, but do not ask personal questions regarding the disability. It is inappropriate unless you have a close personal relationship with the person who is disabled.
3. Speak directly to the person who is disabled, not to his/her companion.
4. Treat a person who is disabled as a healthy person. Just because the person has a functional limitation does not mean the individual is ill.
5. Keep in mind that persons who are disabled live life much the way persons who are non-disabled do. They are customers, patrons, or clients and deserve equal attention when shopping, dining or traveling.
6. **Do not use handicapped parking spaces.**

PSYCHOLOGICAL DISORDERS

One in ten persons in the United States suffers from some kind of psychological problem. These disorders vary in severity and may be grouped into several categories:

- Psychoses --

  usually indicate the loss of the ability to distinguish fact from fantasy. Disorganization of personality, distortion of reality, marked lack of emotional response, loss of impulse control, withdrawal from other people and preoccupation with fantasy mark a psychosis in a person.

- Neuroses --

  are not as severe as psychoses. The personality is intact but the individual has difficulty dealing with emotional problems. The person may have phobias or compulsive disorders, poor impulse control, is anxious and, while not functioning at optimum level, is in touch with reality.

- Organic brain syndrome --

  is a result of a physiological or structural changes in the brain. This includes: stroke, arteriosclerosis, head injury, alcohol/drug abuse, metabolic changes and brain tumors. A person could be disoriented as to time or place, lethargy, moodiness, memory impairment, impaired judgment and impaired intellectual functions such as comprehension, general knowledge and the ability to calculate and learn.

- Substance Abuse Disorder -

  relates to agents that affect the nervous systems. This includes alcohol, marijuana, cocaine, opiates, barbiturates, hallucinogenics and amphetamines. Persons usually abuse these agents because of emotional distress in their lives.

- Mood Disorders --

  are the most common neuroses, including clinical depression which affects one in five adults and twice as many women as men. Symptoms include sleep disturbances, change or lack of appetite, loss of interest, guilt feelings, lack of energy or motivation, possible suicide ideation.

- Personality Disorder --

  includes antisocial, histrionic, borderline, paranoid, schizoid, passive-dependent and passive-aggressive personalities. The three most common types are:

  Passive-dependent: person is passive and dependent on others for direction and life-decisions.

  Passive-aggressive: person shows aggression in a passive way (includes stubbornness, intentional inefficiency and obstructionism).

Anti-social: the essential defect in this personality is the failure to develop a conscience; it is marked by seeking immediate gratification. The person does not have a sense of responsibility and has personal charm and charisma but will not change behavior in spite of humiliation or punishment.

Psychological disorders or symptoms of such disorders may be exhibited by many individuals during a lifetime. These behaviors become a condition when they are severe and disabling. An instructor does not need to try to remediate these problems, but should act as an observer for behaviors that vary from the norm and which may indicate referral or intervention.

Instructors should be aware of the following:

* High but realistic expectations should be maintained so a student can realize full social and vocational potential.
* Be aware that a student with an emotional disorder may be treated with medication that affects performance.
* Understand that behaviors in a student that vary from the norm may indicate a recurrence of symptoms and are in need of intervention.
* Realize that students can and must take full responsibility for thought, feelings and action but are helped when an instructor displays empathy.

Special accommodations will include:

- Encourage students to discuss any problems they have regarding medications and side effects of such medications.
- Allow extra time in testing situations where medication side effects interfere with performance.
- Be sensitive to changes in behavior that could mean recurrence of problems that call for referral or intervention.
- Encourage the use of relaxation techniques especially during exams.

TEACHING STUDENTS WITH DISABILITIES

PLANNING

As an instructor surveys a classroom full of students on the first instructional day of a quarter, he/she is surveying a classroom full of students with unique assets and deficits. The class probably includes students that are gifted, of average abilities and those with disabilities. Those students with disabilities could fall in one of three categories: those who have a known, disclosed disability, those with a known, undisclosed disability, and those with an unknown, undisclosed disability.

The course instructor is responsible for teaching all the students enrolled in the course and sometimes those instructors assume that it requires special training and skills to teach students with disabilities. Good preparation and flexibility are the cornerstones needed to create a good foundation in a good course. A well-planned course with solid organization and structure will benefit all students. It also allows the instructor time to consider alternatives, revisions and exceptions based on individual student needs.

Students present themselves with many differences and courses cannot be taught in exactly the same manner each quarter. An experienced instructor will spend time preparing for each course, whether the course is new or one that has been taught for years. That instructor will be able to provide various approaches to learning and will be able to accommodate students with different learning styles.

WRITING A COURSE SYLLABUS

A well-organized, informative syllabus will reassure the students who have disabilities that you are approachable, that you care about their education and that you encourage them to ask questions.

First, a disability disclosure should be included, somewhere in the syllabus:

> **Individuals with any disability, either permanent or temporary, which may affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the quarter. Adaptation of methods, materials in testing may be made as necessary to provide for equitable participation. In addition, if you have not consulted with the disabilities director, you are encouraged to do so. The Disabilities Office is Room A-1.**

Section 504 of the Rehabilitation Act of 1973 indicates that academic accommodations are mandated except where such alterations would result in a change or modification to course objective.

The syllabus cannot overcome the intrinsic problems relating to a learning disability but it will help inform students of the expectations of the instructor. All students will benefit and will add to an instructor's accountability.

As in testing and examinations, the design of a good syllabus is important. Do not try to cram too much information on a page; make sure there is proper "white space." A student with a learning disability becomes anxious when asked to sift through a mountain of information, all the while worrying that he/she would miss an important date or assignment.

Also inform students if there are tutorial programs on computer and where they are located.

INSTRUCTIONAL STRATEGIES

Information. Each day we are bombarded with information in many ways: we see, we hear, we touch, we learn. The delivery of information is as important as the information itself. When a student with disabilities receives information (instruction) it is important that the student receives the information in a way in which it can be processed correctly. If not, the information is useless and becomes gibberish.

An effective instructor has the ability to modify or adapt instructional style to accommodate students with disabilities. A student may be unable to achieve success when an instructor uses one teaching style. If the instructor is able to modify or adapt and present the information in a slightly different mode, the same student could find success in the course. Instruction needs to be provided in an array of approaches in order to assist students in accessing the instruction they need.

Students with disabilities are not suggesting, nor do they want, coursework to be "watered down". That denies the balance of the class of learning opportunities. On the other hand, teaching a class using strategies that assist students with disabilities will help students who are non-disabled as well. An instructor, alert to variations in student motivation, pace and style, will reach more students using a variety of approaches than an instructor who limits his/her style to one method.

The following are teaching strategies that assist students with disabilities:

- Make the syllabus available 4-6 weeks before the class begins and, if possible, be available to discuss the syllabus with students considering the course.

The syllabus is a map of the course for the quarter: it tells students where they have been, what is expected of them and where they are going. By having a syllabus ahead of time, students can set a time table and pace themselves.

- Select text with a study guide, if available, to assist students in self-evaluation.

The text should also be carefully organized with questions that provide purpose. It should have many subheadings, provide graphics to explain the text, include chapter summaries, glossaries, indexes, and appendices. Contact the publisher to request a copy of the text on tape.

Study skills courses should teach students how to use the parts of text including table of contents, index, glossary, charter summary, captions of pictures, graphics, and tables. Other areas that study skills courses should include are techniques of emphasis such as bold type and italics.

- Assigned advance readings. Assign readings in advance of when the topic is due for class presentation. Pre-exposure to the material will allow students to greater understanding of lectures and discussions.
- Type all handouts, quizzes, and exams. This assures the student a clear, readable copy.

- Leave space for notes on handouts. The students can keep all pertinent material together. Organization can be a problem for persons with disabilities, particularly students with learning disabilities.
- Provide study questions to assist students in preparing for exams. For instance, pose a model question and delineate what would comprise a good answer.
- Begin lectures with quick review of the previous lecture and an overview of topics to be covered that day. The review allows for questions about the previous lecture before moving on to new material. A brief recap at the end of a lecture helps to tie up any loose ends a student may have.
- Use the chalkboard or overhead projector to outline and summarize material. A multi-sensory approach is very effective with students with learning disabilities.
- Explain technical language, terminology, jargon, foreign words.
- Watch the students for signs of confusion or frustration.
- Try to diminish auditory and visual distractions: noise in the hallway, a flickering fluorescent light, etc.
- Emphasize important points, main ideas, key concepts orally in lecture and highlight on the overhead if you are using one.

- Teach mnemonics to remember important information. Encourage students to create their own "tricks" like HOMES for remembering the Great Lakes, (Huron, Ontario, Michigan, Erie, Superior).
- Administer frequent quizzes. This provides regular, continuous feedback for students with disabilities. It shows students and instructors which areas need more review.
- Leave time for questions periodically and at the end of the lecture.
- To determine if students understand the material being covered, ask for examples in a summary of key points.
- Initial concepts should be taught deductively. Basic concepts are presented simply and in a straight forward manner at the beginning of a lesson. Then, illustrate the concepts with examples. This procedure presents information and a student does not have to guess as to key concepts.
- Speak distinctly, and at a relaxed pace, pausing to allow students to catch up in their note taking.
- Speak facing the class. Do not lecture while facing the chalkboard. Students who wear hearing assistive devices (hearing aids) often read lips as they listen. Avoid pacing and speaking while writing on the board.
- Stick to dates given in the syllabus.

- *Avoid going off on tangents from the lecture outline.* A lecture outline is a very helpful tool for students and helps keep the class session "on course."
- *Allow extended deadlines* for projects or allow students with learning disabilities to begin early.
- When assigning a long-range project or paper, *suggest a time line* and be available if a student gets "stuck" at a certain point.
- *Give assignments in writing as well as orally.* Be available for clarification.
- *Post office hours* and be available for clarification of lecture material, assignment, outside readings, etc.
- *Encourage students to use proofreaders* for written assignments.
- *Allow students to tape lectures.*
- *Be open to alternative testing environments:* a separate room, oral exams, readers for tests, extra time allowed or untimed exams.
- *Small group discussion can be difficult* for a student who is hearing impaired, due to the noise level. If small group discussion is integral to the course, try to arrange a quiet room for those groups which include students who are hearing impaired.
- If a student discloses a disability, ask the student what **you** can do to facilitate his/her learning. Many times the assistance you can give is simple: placing a student in the front of the class, for instance.

- If you suspect a student has a disability, discuss the situation in private and, if appropriate, refer the student to the appropriate service.
- Students with learning disabilities often have difficulty reading aloud. Calling only on students who volunteer to read aloud will avoid embarrassment.
- Be aware that certain medications may have adverse effects on a student's performance.
- Learn what to do if a Grand Mal seizure occurs in your classroom. Allow for absences related to recovery from grand mal seizures.

ACCOMMODATIONS - ALTERNATIVE WAYS TO LEARN

Learning Difficulty	Accommodations
Difficulty with reading textbooks: decoding or reading print speed	taped texts reader service
Difficulty with reading comprehension: word meanings organizing material analyzing material	reading skills class, study skills class, textbook outlines or notes, study groups, peer tutor, quiet study area, taped texts
Difficulty with lectures: hearing correctly writing legibly remembering	sit in front of classroom sharing peer notes/notetaker tape recorders study groups/peer tutor
Difficulty with exams: reading and understanding questions writing under pressure organizing thoughts spelling, punctuation grammar distractions	Alternative exams: taped/read exams extra time word processing proofreading writing assistance separate room
Difficulty with written work: organization spelling, punctuation	word processing dictation/proofreading
Difficulty with study organization: scheduling study time completing assignments planning for research/longer projects attending class	Techniques: time management class or workshop scheduling time regularly with person assisting with learning disability be prompt for class (buy alarm clock and watch) use calendar to plan scheduled assignment dates for complete school term use daily/weekly/written study plan sheets

*Source: Unlocking the Doors: Summary of Academic Preparation for Post-secondary Education, 1986, St. Paul, MN HECLD.

EVALUATION STRATEGIES

No one likes or enjoys being tested. The crucial examination, the "make it or break it" test, the "pop" quiz create tension for all of us. The sweaty palms. The pounding heart. Students with disabilities have more difficulty with examinations than students who are non-disabled. Problems with memory, comprehension and organization add to the tension created when anticipating a test.

The following information includes suggestions for writing an examination that will benefit all students whether they are disabled or non-disabled.

Suggested Evaluation Accommodations

Students with disabilities panic when asked to write an exam. Panic will keep them from reading exam questions carefully and mistakes will be made. An examination should be a test of a student's knowledge of course materials, not a test of a student's ability to take a test. Specific testing accommodations that are provided are determined on a case-by-base basis considering the student's disability and the severity of the disability, course content and objectives to be measured. Those accommodations could include:

- Extended time on exams.
- Allow for a taped version of an objective exam.
- Provide an alternate format: objective instead of essay or vice versa.
- Allow students with disabilities to take exams in a separate room that is free of distractions: a quiet classroom, learning center, or office.

- Allow for oral, taped, or typed (using a word processor) tests instead of a hand-written exam.
- Allow a student to clarify or rephrase a question as a comprehension check before answering a question.
- Analyze the process as well as the solution (especially in math, chemistry, or physics).
- Allow alternative methods of demonstrating mastery of course objectives (i.e. a project, research paper, demonstration).
- Allow students to use computational or spelling aids such as a calculator, secretary's desk reference, Franklin speller, spell-checker software, misspeller's dictionary.

Tips that will help all students:

- Provide adequate scratch paper, lined paper or a word processor for students with writing deficits.
- Allow students to indicate their answers on an examination instead of computer scored answer sheets (visual tracking and visual perception make this task very difficult).
- Discount spelling errors when determining a grade (for written work done in class without spelling aid) unless spelling is a course objective.
- Overview the content before the exam. Tell the students what information will be covered, what kind of test, (multiple choice, essay, short answers, combination of these, etc.). What should students bring for the test (calculators, notes, etc).

Instructors can assist students with disabilities to have a better experience in taking tests if a few simple guidelines are followed:

First of all, indicate at the top of the first page the name of the course, the student's name, the date and the section number. On the following pages, indicate the course name and leave a space for the student's name, in case pages of the exam are separated.

Example: Course: Anatomy and Physiology Biol 125

Student: John Doe

Date: ____________________

Section: 01

Second & Subsequent Pages:

Course: Anat & Physiology Biol 125 Page 2

Student: John Doe

Make sure the directions are specific and clear. If you are writing exams that will not require an answer sheet (i.e. providing an exam for each student on which they mark their answers), use descriptive verbs in the directions.

Examples: Circle the simple subject and underline the verb in the following sentences.

To assist the students who are learning disabled, limit the complexity of sentence structure and vocabulary in directions. Students with learning disabilities have difficulties "wading through" long, complex directions. Many times they will read part of the directions and skip the rest and fill in their answers. The results are mistakes that are made in the exam even though the student has mastered the material.

Design is important when writing an exam. Make sure there is enough "white space": students with learning disabilities tend to "freeze" when confronted with a mass of information. If the disability is in reading or reading comprehension, a student could give up rather than attack several pages of closely written material. Leave space between items and allow for adequate margins. Number items appropriately. Again, be specific in directions:

Example: 4. Solve the problem. Be sure to show your work.

$$(3x^3 - 14x^2 + 5x + 12) - (x - 4)$$

5. Solve the problem and show your work.

$$\frac{8x^4 - 4x^3 + 12x^2}{4x^2}$$

Also indicate if partial credit can be gained if the student indicates the proper operation (i.e. in math) even if the answer is wrong.

When designing an exam, group similar test items, i.e. a block of multiple choice questions, a series of true-false statements, a matching exercise. When the task changes, make sure you write a new set of directions for the new task.

When writing multiple choice questions, make sure questions are stated positively. These test items should be arranged with the choices listed vertically rather than horizontally. This arrangement is easier for students who are learning disabled to discern the choices.

Example: **Poor arrangement** -

In the structure of a state court system, a court that handles only cases dealing with a certain subject matter is called: (a) trial court; (b) appellate court; (c) Supreme Court; (d) court of limited jurisdiction.

Better arrangement -

In the structure of a state court system, a court that handles only cases dealing with a certain subject matter is called:

(a) trial court

(b) appellate court

(c) Supreme Court

(d) Court of limited jurisdiction

Make sure to give a consistent number of choices and it is best, if possible, to eliminate the "all of the above" or "none of the above" choices. When giving numbers as choices, list the choices from smallest to largest.

Matching exercises require thought in arrangement. Make sure that all the questions and all the choices are on the same page of the exam. Many students with learning disabilities take the exam very literally: they assume all the choices are on the same page as the questions and they do not even think to check the following page for a possible answer choice. In addition, flipping pages back and forth can be confusing and frustrating. Rather than set up one long matching exercise, break it into smaller groups.

True-false statements should be written as a positive statement:

Example: The circulatory system consists of blood, heart, lungs, arteries, veins and capillaries.

True

False

(The answer is False - because the circulatory system does not include the lungs).

Avoid the use of double negatives: Students with learning disabilities get tangled up with the semantics and lose the train of thought of the questions. (Students who are non-disabled find the use of double negatives confusing and frustrating; the student with learning disabilities find them overwhelming).

Sufficient space should be allowed for short answer or short essay questions.

To summarize:

1. Make sure the test is identified by student name on each page.
2. Make sure the directions are concise: clear and specific without complex sentences.
3. In designing the exam, group similar questions together: a block of multiple choice, a matching exercise, a series of true-false statements. **DO NOT MIX** different types of questions.
4. Make sure you have written **NEW** directions for each section of the exam as the task changes (i.e. from multiple choice questions to true-false statements).
5. Design the exam so that a matching exercise does not extend to a second page. It is better to break it into smaller sections.
6. Ensure that each student receives a good copy of the exam by typing all exams. Check to see that xeroxed material is readable: some copies (if used many times) are faint or blurred.

7. Leave enough "white space" on each page. Do not overwhelm a student with a learning disability with a couple of pages crammed with information.
8. Use vertical rather than horizontal design for multiple-choice and true-false items.
9. Avoid "all of the above", or "none of the above" and double negatives.
10. State test items positively.
11. Indicate on the exam if partial credit will be given for using the correct operation, formula, etc.
12. Be sure to instruct students if spelling, grammar, and punctuation are to be considered part of the exam (for essay questions, for example). Does a misspelled word mean the answer is wrong or does it mean partial credit will be given?

A class of thirty or forty students may have two or three students who have disclosed a learning disability. In addition, the class may contain another one or two students who have **not** disclosed a learning disability or who are **unaware** of a learning disability. By creating exams with students with disabilities in mind, you assist **all** your students in proving their mastery of the course material you have taught.

MYTHS AND FACTS ABOUT DISABILITIES

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Definition: Handicap - a situation or barrier that is imposed on a person with a disability.

There are many myths that surround persons with disabilities: preconceived ideas of what is appropriate, achievable or even possible. Are persons with disabilities so much different from the whole of society? In what way are their aspirations, goals, frustrations and failures different from individuals who are non-disabled? Each person has a unique set of abilities, and short comings, skills, talents, weaknesses and failings.

Here are a few of the myths and the facts needed to "explode" them:

Myth: People with disabilities can expect people who are non-disabled to assist them.

Fact: Society has the responsibility to provide equal opportunity to all citizens, including those with disabilities. Most individuals will help each other on a personal level as a matter of courtesy. A person with a disability should not learn to take that assistance for granted. It is better to simply state a need, ask for assistance, and then thank the person who provides it.

Myth: Persons with disabilities lead totally different lives than people who are non-disabled.

Fact: Approximately 40 million US citizens have physical or mental disabilities. Most occupy their time like persons who are non-disabled: they live in their own home, go to work, go shopping, travel, have families, and pay taxes.

Myth: Persons who are non-disabled have widely different goals from a person with a disability.

Fact: Disability cuts through all segments of society. Persons with disabilities have different backgrounds as do persons who are non-disabled. It is not possible to separate the two groups and stereotype based on disability or non-disability.

Myth: People who are non-disabled are insensitive about disability and the lives of people with disabilities.

Fact: Almost everyone will have some disability at some time. Many people who are non-disabled will have family members, business associates, friends and/or spouses who are disabled. It is incorrect to assume that all people who are non-disabled are insensitive to disability issues.

Myth: Persons with disabilities are happier being with "their own kind."

Fact: Some people who are non-disabled do believe that statement. For years persons with disabilities were seen together because they attended separate schools and had separate accessible facilities. They socialized with each other in these settings. Now they are integrated into regular schools, transportation and social situations.

Myth: Disability is a constantly frustrating tragedy. Individuals with disabilities are courageous, brave and inspirational by being able to overcome their handicaps.

Fact: Disability is an inconvenience, like a broken leg. Most people with disabilities do not sit around and ponder their disability all the time. They live their lives as normally as they can. Persons with disabilities cannot be stereotyped any more than any other minority group. Each person is an individual and, as such, will deal with his/her disability differently.

Myth: People who are non-disabled are disgusted by disability.

Fact: Our society places great importance on youth and beauty and many people who are non-disabled have mixed emotions when they meet someone who is "different." Feelings of guilt, curiosity, fear or sympathy may be misinterpreted as feelings of disgust. A person who is non-disabled is fearful of saying the "wrong" thing to a person with a disability and avoids communication altogether. This person may think he/she is being shunned because of his/her appearance. This discomfort can be helped if people who are disabled and non-disabled interact more with each other in work and social settings.

We do not think of disability when we think of prominent individuals, but disability cuts across all sectors and levels of society. Review the list of individuals and decide if these people are "disabled" or "differently abled":

Jim Abbott	Baseball pitcher	Born without right hand
Johann Sebastian Bach	Composer	Cataracts
Alexander Graham Bell	Inventor	Hearing impaired
Ludwig von Beethoven	Composer	Progressive deafness
Chris Burke	TV star	Down's Syndrome
Sarah Bernhardt	Actress	Mobility impaired
Roy Campanella	Baseball player	Paraplegic
Ray Charles	Entertainer	Blind
Cher	Actress	Learning disabled
Agatha Christie	Mystery writer	Learning disabled
Winston Churchill	Prime Minister	Learning disabled
Tony Coelho	Former Representative/ California	Epilepsy
Tom Cruise	Actor	Dyslexia
Betty Davis	Actress	Strokes
Robert Dole	Senator/Kansas	Physical disability
Sandy Duncan	Actress	Visually impaired
Thomas Edison	Inventor	Learning disabled
Albert Einstein	Physicist	Learning disabled
Nanette Fabray	Actress	Hearing impaired
Jose Feliciano	Entertainer	Blind
Annette Funicello	Actress	Multiple sclerosis
Vincent van Gogh	Artist	Seizure disorder, mentally disabled
Whoopi Goldberg	Actress	Learning disabled
Mike Gravel	Former Senator/ Alaska	Learning disability

George Frederick Handel	Composer	Cataracts
Stephen Hawking	Physicist	Amyotrophic lateral sclerosis
Katherine Hepburn	Actress	Parkinson's disease
Homer	Epic Poet	Blind
Daniel Inouye	Senator/Hawaii	Amputee
Bruce Jenner	Olympic runner	Learning disabled
Magic Johnson	Basketball player	Learning disabled
James Joyce	Novelist, poet	Vision impaired
Helen Keller	Social Activist	Blind & deaf
Evan J. Kemp, Jr.	Equal Employment Opportunity Commission Chairman	Muscular dystrophy
Ted Kennedy, Jr.		Amputee
Robert Kerry	Senator/Nebraska	Amputee
Greg Louganis	Olympic diver	Learning disabled
Toulouse-Lautrec	Artist	Mobility impaired
John Milton	Poet	Blind
Claude Monet	Artist	Cataracts
Mary Tyler Moore	Actress	Diabetes
Patricia Neal	Actress	Strokes
Louis Pasteur	Scientist	Partial paralysis
Freddie Pendergrass	Entertainer	Quadriplegic
Cole Porter	Composer	Mobility impaired
Franklin D. Roosevelt	US President	Polio/paraplegic
George Shearing	Entertainer	Blind
Lindsay Wagner	Actress	Learning disabled
George Wallace	Former Governor/ Alabama	Paraplegic
Walt Whitman	Poet	Partial paralysis
Henry Winkler	Actor	Learning disabled
Stevie Wonder	Composer	Blind
Larry Wynn	Representative/ Kansas	Amputee

RIGHTS UNDER THE LAW

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Section 504 of the Rehabilitation Act of 1973 (PL 92-112):

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance (PL 93-112, material in public domain)."

Most college and universities, in compliance with the law, have established programs or offices to assist students who are handicapped or disabled. These offices have worked with students, faculty and administration to develop the services, aids and accommodations needed to make this law a reality.

Section 504 defines a handicapped person as "any person who has a physical or mental impairment that substantially limits one or more major life activities (walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self, performing manual tasks). The term physical or mental impairment includes but is not limited to speech, hearing, visual and orthopedic impairment, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities (perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction, developmental aphasia), alcoholism and drug addiction. A qualified handicapped person is one who meets the academic and technical standards required for admission or participation in a specific program or activity.

Educational institutions must be sure that any admissions test accurately reflects the applicant's aptitude, achievement level or other factors the test purports to measure, even when administered to an applicant with a disability that impairs manual, sensory, or speaking skills. Also, tests designed for persons with impaired sensory, manual or speaking skills are offered as often and in as timely a manner as other admission tests and that those tests are administered in a facility that is accessible.

Preadmission inquiries regarding whether an applicant has a disability are prohibited except if a school is taking remedial action to correct the effects of past discrimination or taking voluntary action to correct the condition that resulted in limited participation by persons who have disabilities. In each case, the institution must notify the applicant of the primary purpose and voluntary nature of the inquiry. Any information gleaned from such an inquiry must be kept confidential. Postadmission inquiries may be made by the institution on a confidential basis, to determine if a disabling condition will require accommodation.

Federally assisted programs or activities operated by post secondary educational institutions are bound by certain obligations, which, in part, include:

- Students with disabilities must be offered equal opportunity to participate in and benefit from all post secondary education programs and activities, including education programs and activities not wholly operated by the institution.

* All programs and activities must be offered in the most integrated setting possible.
* Academic requirements must be modified, on a case-by-case basis, to afford qualified students with disabilities and applicants an equal educational opportunity. For example, modifications may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that are essential as demonstrated by the institution will not be regarded as discrimination.
* The institution may not impose rules that have the effect of limiting the participation of a student with a disability in an education program or activity (i.e. prohibiting tape recorders in classrooms or guide dogs on campus).
* Students with a disabling condition in sensory, manual or speaking skills must be provided with auxiliary aids such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairment
* Students with disabilities must have equal opportunity to benefit from financial assistance. The institution may not, on basis of disability, provide less assistance than provided for persons who are non-disabled, limit eligibility for assistance, or otherwise discriminate.

- Students with disabilities must have equal opportunity to benefit from programs that provide assistance in making outside employment available to students. An institution that employs any of its students may not discriminate against students with disabilities in such employment.
- Students with disabilities must be provided counseling and placement services in a nondiscriminatory manner. Specifically, qualified students with disabilities must not be counseled toward more restrictive career objectives than are students who are non-disabled with similar interests and abilities.

Section 504 (Subpart E) requires that persons with disabilities be provided with aids, benefits and services that are as effective as those afforded to persons who are non-disabled. In providing these aids, benefits and services, it does not mean that the identical result or level of achievement must be produced as with persons who are non-disabled. Rather, it means that persons with disabilities must have the opportunity to obtain the same result, to gain the same benefit, to reach the same level of achievement, and it must be done in the most integrated setting possible. Aids, benefits and services can be defined as tutors, providing classes in basic skills to improve reading, writing, math, and study skills, providing readers for students taking objective tests, allowing students to tape lectures and more.

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